UNIVERSITY MASTER'S DEGREE IN TEACHER TRAINING FOR SECONDARY EDUCATION, BACCALAUREATE, CYCLES, LANGUAGE SCHOOLS AND SPORTS EDUCATION

"Teaching programme for the third term of English as a foreign language (EFL) in the 1st ESO course"

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INDEX OF ABBREVIATIONS

TFM: Trabajo Fin de Máster

ESO: Educación Secundaria Obligatoria

TIC: Tecnologías de la Información y la Comunicación

FMT: Final Master's Thesis

EFL: English as a Foreign Language

ICT: Information and Communications Technology

SDG: Sustainable Development Goals

GBL: Game-Based Learning

LOMLOE: Ley Orgánica de Modificación de la LOE

SWOT: Strengths, Weaknesses, Opportunities and Threats

UDL: Universal Design for Learning

SCT: Sociocultural theory

AOA: Action-Oriented Approach

CEFR: Common European Framework of Reference for Languages

TBL: Task Based Learning

PPP: Present-Practise-Produce

SIACO: Situación de Aprendizaje Cooperativo

LOMCE: Ley Orgánica para la Mejora de la Calidad Educativa

LOE: Ley Orgánica de Educación

BOE: Boletín Oficial del Estado

INE: Instituto Nacional Estadística

ACIS: Adaptaciones Curriculares Individualizadas

CLIL: Content and Language Integrated Learning

CEF: Common European Framework

PBL: Project Based Learning:

CCLI: Competencia en Comunicación Lingüística

CAA: Competencia Aprender a Aprender

CEC: Concienia y Expresiones Culturales

CSS: Competencias Sociales y Cívicas

SIEE: Sentido de Iniciativa y Espíritu Emprendedor

CD: Competencia Digital

CMCT: Competencia Matemática y Competencias básicas en Ciencia y Tecnología

DOGV: Diari Oficial de la Generalitat Valenciana

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I hope that we will meet again, but if it is possible, sharing profession.

RESUMEN

El presente Trabajo Fin de Máster (TFM) consiste, principalmente, en la creación y elaboración de una unidad didáctica para el primer curso de educación secundaria obligatoria (ESO), específicamente, para el aula de primera lengua extranjera: inglés. Además, el trabajo incluye el análisis crítico constructivo de una programación didáctica anual correspondiente al nivel de primero de ESO de la asignatura de inglés. Los alumnos de este curso provienen de los centros de educación primaria, por este motivo su dominio y nivel de la lengua inglesa gira en torno al A1. Con la elaboración y aplicación de nuestra programación didáctica en el aula pretendemos que todo el alumnado logren alcanzar, con la ayuda de un adecuado y apropiado proceso de enseñanza-aprendizaje, los objetivos que fueron establecidos al inicio del curso. La programación didáctica ha sido diseñada para ser trabajada mediante el aprendizaje cooperativo; y empleando la gamificación y el aprendizaje basado en juegos como herramientas para trabajar la escucha, el habla, la lectura y la escritura; es decir las cuatro habilidades, ya que si somos capaces de trabajar estos cuatro aspectos podremos obtener un buen dominio del idioma estudiado.

Palabras clave: programación didáctica, unidad didáctica, educación, Inglés como Lengua Extranjera, aprendizaje cooperativo, habilidades lingüísticas, gamificación, Aprendizaje Basado en Juegos (ABJ), Tecnologías de la Información y la Comunicación (TIC).

ABSTRACT

The present Final Master's Thesis (FMT) consists mainly in the creation and elaboration of a teaching programme for the first course of compulsory secondary education (ESO), specifically, for the first foreign language classroom: English. In addition, the paper includes a constructive critical analysis of an annual teaching programme for the first year of ESO in the English subject. The students in this course come from primary schools, which is the reason why their proficiency and level of English is around A1. Through the development and application of our teaching programme in the classroom, our aim is to ensure that all students achieve, with the help of an adequate and appropriate teaching-learning process, all the objectives that were established at the beginning of the course. The didactic programme has been designed to be worked through cooperative learning; and using gamification and game-based learning as learning tools to work on listening, speaking, reading and writing; in other words, the four skills, becauseif we are able to work on these four aspects, we will be able to obtain a good command of the studied language.

Keywords: teaching programme, didactic unit, education, English as a Foreign Language (EFL), cooperative learning, language skills, gamification, Game-based Learning (GBL), Information and Communication Technologies (ICT)

1. INTRODUCTION

English is the universal language. According to official statistical data provided by the Statista platform, in 2021 English was the most spoken language worldwide, withmore than 1,348 million speakers.

The most spoken languages in the world
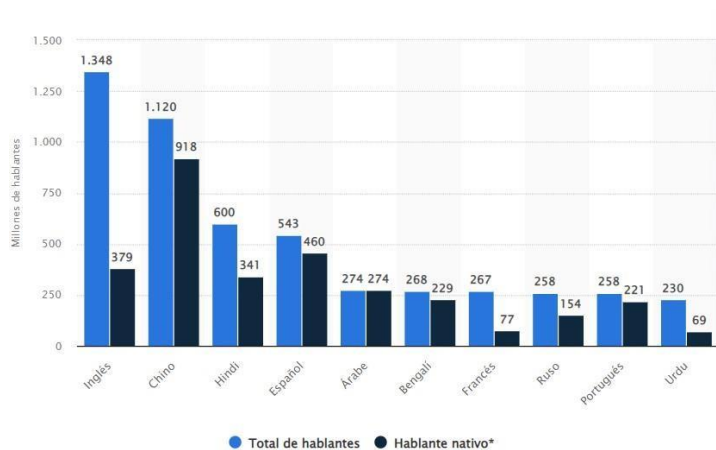
Note. Fernández, R. (2022). *Los idiomas con más hablantes en el mundo en 2021*. [Photograph]. Statista. https://es.statista.com/estadisticas/635631/los-idiomas-mas-hablados-en-el-mundo/

Thus, we can appreciate the importance of this language and the impact it has on the world; at the same time, we can contemplate how essential this language will be for the future of our students. English as a foreign language is crucial for students' language development and competences in a globalised world where multiculturalism and new technologies are in vogue. Therefore, the module "English" in Secondary Education assists pupils in developing oral, written, linguistic or digital competences, and enables learners to master their comprehension and expression skills. Through the teaching of the subject, students are expected to develop their proficiency. However, these outcomes will differ depending on the stage, but according to Royal Decree 1105/2014, which establishes the core curriculum for Compulsory and non-

compulsory Secondary Education states, students are able to "learn to learn" (p. 423). In this case, students not only learn linguistic competence, but also learn to be autonomous about how responsibilities, or even to take risks in order to be able to solve them effectively.

This master's dissertation is focused on the creation and development of a didactic unit, in this case, the unit *"Changing the World"*. This didactic unit can be related to the goals of the 2030 Agenda (SDGs[1]) which ensures that all girls and boys complete primary and secondary education, which should be free, equitable and of good quality and produce relevant and effective learning outcomes. This unit or didactic unit is proposed to be implemented with students aged 12-13 years old (14 years old inclusive, as we have a student in the classroom who is repeating a year) in the first year of compulsory secondary education in the Spanish education system (i.e. 1st ESO), and the total duration of the unit will be eight sessions, providing a margin of two sessions to use the last two sessions for assessment. However, once the unit of work has been presented, I will justify the importance of teaching English at the Compulsory Secondary Education stage and the importance of specifically teaching this unit at the 1th ESO level.

With the present paper we intend to approach and deal with co-operative learning, as well as game-based learning and gamification, since both of them will serve as tools in our work. By designing this theoretical framework, we will define, provide characteristics and highlight the applicability of these active methodologies, as it will help us to create the basis of our didactic unit.

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[1] According to the United Nations, the Sustainable Development Goals (SDGs) are the blueprint for a sustainable future for everyone. There are 17 goals, which are intended to be met by 2030, addressing global challenges that are faced on a daily basis, such as poverty, inequality, climate, environmental degradation, prosperity, peace and justice, among others.

This teaching unit has been designed taking as a reference, at all times, the groupthat I taught during my internship.

1.1. Justification of the topic to be studied in the TFM

Once I finished my baccalaureate studies I enrolled in the English Studies Degree, because my goal was to be an English teacher one day; but as I grew and learned, and once I had completed my degree internship at the same center where I am doing my Master's internship, it became clearer and clearer that my dream was true: I wanted to be an English teacher. For this reason, after graduating, I enrolled in this Master's Degree in Teacher Training for Secondary, Baccalaureate, Cycles, Language Schools and Sports Education. For this reason, I have prepared this didactic program, with the aim of facilitating the study of the English language and bringing this language closer to 1st ESO students and trying to teach it in the most effective and enjoyable waypossible.

As soon as I enrolled in the master's degree in teaching, I was overwhelmed by the concern about determining the topic I would finally develop in my dissertation. As the months went by in class and once I started my teaching practice at my chosen educational center, it became clear to me that I had an idea. During my time at the high school, I noticed that the students were much unmotivated, some of them were even apathetic, and others were very talkative. In short, the vast majority of the students seemed to show no interest in either the explanations or the content. I just could not understand it... Because, certainly, even if the classes are taught with a digital book and explanations on the blackboards, the teacher uses innovative techniques such as Kahoot (although it is not used very often).

I realized that English provoked a certain reticence among the students and thereeven existed a certain rejection towards this subject, as they considered it to be a difficult subject and a difficult language.

For this reason, and also bearing in mind that my students were somewhat demotivated in relation to the subject, I decided to investigate a bit about demotivation and the learning of English as a foreign language.

The British-Dutch linguist Zoltán Dörnyei conducted an investigation (2001:151 ff.) with 50 secondary school students studying both English and German as a foreign language who were identified as demotivated; this investigation was conducted by means of long structured interviews. This research revealed that 75% of their demotivation was related to: a) the teacher (40%), b) inadequate teaching conditions, c) low self-confidence due to previous failure or lack of success, d) negative attitudes towards the FL being studied, e) compulsory nature of the subject, f) interference with other languages the learners are studying.

Along the way, I decided to focus on learning through active methodologies, using game-based learning and gamification as classroom strategies. I believe that the three methodologies mentioned above can be a good solution if we try to solve the problem of demotivation in our young learners, as they keep them active, playing, attentive, alert and receptive to learn English language content. The fact of being able, and having to, complete this Master's thesis seemed to me to be an excellent opportunity to delve deeper and investigate more into active methodologies, game-based learning and gamification, since they not only shape this thesis, but they also shape me and enrich me with new, quality and truthful information which will be of great help to me when I become an English teacher.

1.2. **Objectives**

Being located in the Valencian Community, the objectives of its education system are regulated by the Decree 87/2015 of June 5th. With the present work we aim to achieve and attain a general objective and, in addition, a series of more specific objectives.

1.2.1. General Objectives

On the one hand, the main objective is to analyse the strengths and weaknesses of the Annual Plan of the English as FL subject of the 1st year of ESO at IES Joan Coromines. On the other hand, the other general and primary objective is to introduce the cooperative learning methodology through the design of a didactic programme, which will be presented in the 3rd part of the final dissertation, based on this active methodology and the use of gamification and game-based learning (GBL) as the main classroom strategies to favour the teaching-learning process of English.

1.2.2. Specific Objectives

- To reflect on existing theories on co-operative learning (gamification and game-based learning) in education. In order to do this, an initial research on the different methodologies is developed through the different visions of different authors.

- To know the meaning of active methodology, gamification, game-based learning with the intention of creating our own definition.

- To consider the teaching of English in Secondary Education in a motivating way for students.

- To evaluate the teaching-learning process in Secondary Education.

- To promote oral fluency

- To promote cooperative work.

- To work on vocabulary of specific topics.

- To work on linguistic and communicative skills.

- To reinforce classroom language

- To promote motivation

1.3. Presentation of the TFM Chapters

We have decided to organise and divide the present dissertation mainly into six sections:

Firstly, we have included the introduction and justification of the selected topic. In addition, this chapter also includes the general and specific objectives we intend to achieve with our group of learners, as well as the theoretical framework which gives us a theoretical view of the vital importance of programming and planning, as well as the methods we should use to develop our English language teaching-learning process, the cognitive processes, a more detailed view of both the exercises and the activities that make up each task, an approach to Willis' approach; to conclude by redefining our selected methodology.

Next, in section 2, we will find the legal framework, which is divided into: the legal framework of the country, the legal framework of the Autonomous Community in which the project is developed (Valencian Community) and an overview of the

LOMLOE law, as we have to take into account what this law consists of as well as its curriculum[2].

Then, in section 3, we will find the contextualisation of the centre, as well as the contextualisation of its pupils and their families in order to familiarise ourselves beforehand with the type of young people who are in our classroom, and to whom we will address the didactic unit.

Fourthly, we will present the school's annual programme. This will be followed by a SWOT analysis, pointing out the strengths and weaknesses of this programme, as well as an analysis of the ICT and innovation and active methodologies. In addition, in our humble opinion, we will propose a series of improvements that we believe could improve this programme. Fifthly, the didactic unit and its eight sessions that we are going to develop in this work will be presented. This, in turn, involves dealing with the group, the level, the title of the unit presented, and discussing, among other things, the competences, the objectives, the assessment criteria and even the transversal elements.

And finally, we open up a possibility for possible future research.

At the outset we have reported that the paper is mainly divided into six sections, this is due to the fact that the last two, i.e. the sections equivalent to chapters 7 and 8, were devoted to references and to present the appendices.

1.4. Research Methodology

1.4.1. Theory on the importance of didactic planning and programming.

Both programming and planning are important aspects within the teaching- learning process. As stated by De Pablo et al. (1992) the terms

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[2] Royal Decree 217/2022, of 29 March, establishing the organisation and minimal teachings of Compulsory Secondary Education.

"programming" and "planning" refer to the decision-making process by which the teacher foresees his or her educational intervention in a deliberate and systematic way.

Programming, according to Antúnez (2022), consists of establishing a series of activities in a given context and time in order to teach a series of contents with the intention of achieving certain objectives. Programming is a fundamental instrument that serves to guide and orient the teaching staff at the moment when they have to develop the teaching-learning process, following this programming would favour quality teaching as it would abandon improvisation.

The importance, and necessity, of programming is due to several reasons: a) It helps to eliminate the negative meaning of chance, b) It structures, orders and emphasize the teaching-learning process and c) It adapts the pedagogical work to the cultural and environmental characteristics of the context.

The same can be reflected in what Imbernón (2022), among other authors, states, which establishes that programming favours the elimination of chance and improvisation, thus allowing the pedagogical work to be adapted to the cultural and environmental characteristics of the context.

Programming is, above all, a planning instrument. The importance of didactic planning is established at the moment in which its implementation provides an opportunity and/or possibility to pose challenging situations that generate triggers that mobilice the child's knowledge acquired from experience and learning, that is, that the expected learning of each content is achieved, the development of competences and the attainment of curricular standards.

During the educational process, one of the most important processes is planning.

As teachers, from the moment we plan correctly, we are mainly achieving two objectives: a) a complete and effective learning of the contents by our students, b) optimal results; favourable evaluation.

Planning is an important task for the teacher as it is the crucial moment in which theory and practice merge. In other words, planning makes it possible to bring content, which can be standard or common, to the learners in the easiest, most comfortable and convenient way possible.

In this way, applying appropriate planning implies that the teacher can resort to different tools and methodologies so that all those contents that are included in the programme reach the students in the best possible way.

1.4.2. *Theory of selected methodology and its relation to the Universal Design for Learning(UDL)*

In the last century, the 20th century, the American pedagogue Dale (1946) established, through his Cone of Experience, that the most significant and profound learning is that which is produced through direct experience, that is to say, when the person carries out the activity they are trying to learn themselves.

Figure 2

Edgar Dale's Cone of Experience

Note. Own Elaboration (2022) *Edgar Dale's Cone of Experience* [Figure]

This information will be useful to understand the selected methodology, but before going into it first, an explanation of what are the methodologies socially conceived as "traditional" is needed.

In order to explain the methodology that we have selected for the present paper, we must proceed from the basis of what the methodology considered as "traditional" is. According to Trevé, Estepa and Delval (2017), traditional methodology is that methodology that focuses on a teacher at the front of the class who, following a textbook, transmits and explains a series of concepts and/or contents and the subsequent progression of results that will be completed following a linear sequence. Moreover, as Yus (1996) explains, this sort of methodology has as its ultimate aim the memorisation of concepts, rather than their understanding, and then exposing students to a summative assessment.

Knowing what traditional methodologies are, it can now be explained what active methodologies are. The active teaching-learning methodologies propose the role of the student as the protagonist of his or her own learning process. Nowadays, active methodologies are considered as a "breath of fresh air" in our educational

system, as a new and even innovative concept. However, the truth is that if we delve a little deeper, we can observe that already at the beginning of the last century, in the 20th century, Pestalozzi, Fröebel or Dewey were already using these terms. Although the history of education indicates that it is a beneficial methodology, it is still considered a novelty even today, as the educational system has always been based on a traditional model, which, despite being in 2022, continues to endure.

The constructivist learning theory aims to create knowledge or enrich knowledge through learning processes. The constructivist teaching-learning process does not have a materialisation because it is nourished by various contributions. One of the most important and outstanding contributions of this theory tells us that the individual, in this case the students, is the main author of their learning. Each learner structures his or her knowledge of the world through a unique pattern, connecting each new fact, experience or understanding to a structure that grows subjectively and leads to learning to establish rational and meaningful relationships with it; in other words, each learner constructs his or her own knowledge. It also involves the teacher's participation with the learner. In this case being a main guide for their learning to facilitate, release, emphasize, question and reflect on what is being learned in order to strengthen and acquire new knowledge. Constructivism has also received important contributions from authors such as Piaget, Bruner or even Vigotsky.

Authors such as Piaget and Vygotsky share the idea that language and thought originate and develop through a process of construction in relation to the social environment. But there is a certain difference between Piaget's and Vygotsky's theories. For example, according to Piaget, the child's language changes from being an internal function of the child to a social function. For Vygotsky, on the other hand, language is a complex mental function that develops through cultural mediation and co-construction

of meaning in interpersonal communication, before it is subsequently internalised and used to regulate cognitive processes and behaviour - that is, development is from the outside in, with the social dimension being central. Thus, Vygotsky rejects cognitive theories according to which the development of concepts occurs first at the individual level and is then transferred to the social level. On the contrary, social activity precedes the emergence of concepts (Lantolf, 2000). The individual reconstructs for himself the socially mediated interactions he has experienced: "The real development of thought does not go from the individual to the social, but from the social to the individual" (Vygotsky, 1986: 36).

Moreover, Vygotsky by no means shared the linear view of learning that was the hallmark of Piaget's theories. This is explained by Lantolf et al. (2016) when they state that "Vygotsky argued that the process was not universal and monotonic, but context-dependent and non-linear, and was especially affected by the quality of instruction provided through formally organised education" (Lantolf et al., 2016: 4).

Vygotsky eschewed naturalistic explanations, as opposed to Piaget, who specified universal, biologically mandated stages of child development. Humans had created culture, their own man-made environment, which modified evolutionary determinism (Marginson and Dang, 2017: 120). Both socio-constructivism and socio-cultural theory (SCT) highlight the vital importance of interaction and collaboration to the learning process.

According to constructivist theory, these authors conceived learning as an internal process of construction in which the inhibited actively participates in acquiring increasingly complex structures. According to this theory, learning is an active process in which the learner constructs new ideas or concepts on the basis of his or her

knowledge. In other words, the learner selects and transforms information, then builds a hypothesis and then makes decisions relying on a cognitive structure.

Constructivism could be considered the ancestor of the Action oriented approach, since the latter is based on constructivism. The Action-oriented approach (AOA) is one of the pillars of *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) and it is one of the newest methods of communicative linguistics which is focused on what learners know and do to communicate in a successful way through the completion of tasks, using general and specific skills in meaningful contexts and real-life situations. This approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks.

Figure 3

Process AOA
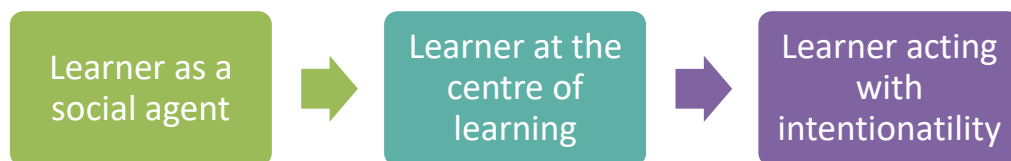
Note. Own Elaboration. (2022) *Process AOA* [Figure]

According to Johnson D., Johnson R. and Holubec (1999), co-operative learning is a methodological strategy that involves a group of learners working collaboratively to achieve common goals. In cooperation, individuals carry out joint activities in order to

achieve results that are beneficial not only for themselves but also for all the other learners in the group. Cooperative learning is a teaching concept that forms part of active methodologies. It is based on organising students in the classroom through small groups of students. In this way, they work together in a coordinated way in order to solve tasks and deepen their learning.

Cooperative learning is often confused with simple group work, but this is not necessarily the case. In classic group work, the most common way of working is to divide up the tasks of an activity or project and then bring together the individual work of each person, resulting in a final product which is the sum of the different individual contributions. In many cases, this work is not very collective, as the pupils limit themselves to putting together what each one has worked on separately.

However, in cooperative learning, each pupil is required to carry out an action which is absolutely essential for the work of the other members to work. In other words, all classmates depend directly on each other and, at the same time, they depend directly on your own work. This is what is known as positive interdependence, and it is one of the most important foundations of cooperative learning.

According to Ferreiro and Calderón (2001), the origin of cooperative learning goes back to the very history of mankind. The survival of primitive man was largely due to peer support, and among other factors the key to his evolution was cooperation. Ancient writings such as the Bible and the Talmud, the holy book of the Jews, mention cooperation between equals. The Roman philosopher Seneca enunciated that when you teach you learn twice, so too, the Spanish-Roman rhetorician and educator Quintilian, in the 1st century, pointed out that students benefit when they teach each other. For his part, the educational philosophy of the Czech theologian, philosopher and pedagogue,

Comenius (1592-1670), states that the teacher learns when he teaches and the pupil teaches while he learns. By the 18th century, the English public education reformer, Joseph Lancaster (1778-1838), introduced the figure of the "team" through the pedagogy of work. Meanwhile, the American pedagogy of pragmatism in the 18th and 19th centuries encouraged cooperation between pupils. In the 20th century, the American philosopher, pedagogue and psychologist John Dewey (1859-1952), with the active school, emphasized the need for interaction between pupils and, consequently, mutual help and cooperation.

Cooperative learning promotes positive interpersonal relationships, develops autonomy, replaces competition with mutual help, stimulates creative thinking and greater student responsibility for their learning.

Initially, it is quite easy to understand the terms Game-Based Learning and Gamification as referring to the same pedagogical method, but otherwise it is not the case. But in this section, it will be understood that, although they are close concepts, they have important differences.

How do these concepts differ? The short answer is that Gamification is turning the teaching process into a game, adding game elements, while Game-Based Learning is using games as part of the teaching process.

To be more specific, it can be mentioned the following differences:

Gamification vs. Game-Based Learning.

Gamification	Game-Based Learning
This consists of the use of gaming mechanics in non-game environments. Regular activities are complemented by game elements such as points, badges, positions, rules, etc.	This consists in integrating games as teaching and assessment tools within the work plan.
It is oriented towards the achievement of objectives by increasing motivation.	It is oriented towards learning through a game that supports the development of knowledge and skills.
It is required that learners have previously acquired knowledge.	Knowledge and skills can also be acquired by using games as a teaching tool.
It fosters both motivation and competitiveness among its participants.	Encourages critical thinking and problem solving.
A reward is provided at the end of each activity.	Contains levels that progress as knowledge and skills are acquired.
It is easier to implement	Depending on the objectives sought, they require further investigation and emphasis.

Note. This chart illustrates the differences that exist between gamification and game-based learning.

Game-based learning and gamification are often seen as similar techniques, although in fact they are somewhat related but not the same. Game-based learning (GBL) can be defined as the utilization, employment and application of games as a tool to support learning, assimilation or even evaluation. Game-based learning consists primarily of learning by playing. In other words, this methodology involves using games as tools to acquire previously defined competences. Youth are surrounded by games, and they are often an essential part of both their lives and their learning. There are numerous types of game-based learning, such as: gamification, serious games or

video games, simulators and learning based on games as a whole. Game-based learning aims to achieve educational objectives and purposes through the use of games. These games can be board games, classic games, or digital games.

In many instances, GBL is also associated with the so-called Serious Games, which are games with a defined learning objective that can be achieved by providing an immersive, motivating and fun experience for learners that develop their critical, logical and reflective skills.

On the other hand, gamification is practically a new concept which has different definitions and different ways of being understood. Gamification, as a concept, emerged in 2003 due to a British designer and programmer called Nick Pelling. According to Pelling, the world of gaming, "the gaming culture" was a sort of revolution that was reprogramming society. However, it was not until seven years later, around 2010-2011 when the famous game designers Cunningham and Zichermann widely promoted the idea of gamification at congresses and conferences, thus highlighting that this term also emphasized the "importance of the game experience", i.e. the need to transmit the concentration, enjoyment and emotions experienced by the player to the real world.

The concept of gamification consists of the use of dynamics or mechanisms used in games and their implementation in educational processes. According to Mosquera (2019), gamification allows practice, repetition and acquisition of complex or complicated concepts. The ability to repeat, regress or find one's own rhythm provides the necessary attention to diversity, to learn from mistakes and to know one's own possibilities and rhythms. Additionally when compared: gamification can have a collaborative nature, which is more competitive in GBL. In both scenarios, it is desirable to generate game-like emotions: interest, engagement and motivation.

Both processes, gamification and game-based learning, are based on the use of playful aspects to motivate students in their learning process. Zichermann and Cunningham (2011) define the concept of gamification as "a process involving player thinking and game techniques to engage users and solve problems" (p.11). Additionally, Karl. M. Kapp (2012) states that gamification is "the use of mechanics, aesthetics and the use of thinking, to engage people, incite action, promote learning and solve problems" (p.9).

As Rosalía Urbano (2022) rightly stated in her presentation, gamification and GBL differ in some aspects, but the most important one is that for gamification there must be a narrative behind it, i.e. a story behind the game we are proposing.

1.4.3. Task Based Learning Approach

According to Willis (1996), task-based learning is a goal-oriented communicative activity with a specific outcome, in which the emphasis is on exchanging meaning, not on producing specific linguistic forms.

In task-based learning (TBL) the teacher does not determine in advance which language is going to be studied and the lesson is based on the completion of a central task.

Task-based learning arises as an alternative to PPP (present-practise-produce); because with this technique learners do not learn to use the language naturally and fluently; often what happens is that they feel confident to practise in the classroom but in the outside world they know that they would not be able to because they either do not know or have forgotten the basic constructions.

As can be seen in the illustration below, task-based learning is divided into three stages: a) pre-task, b) task cycle and c) post cycle.

Figure 4

The Stages of Task-based Learning

Pre-task	Task cycle	Post task
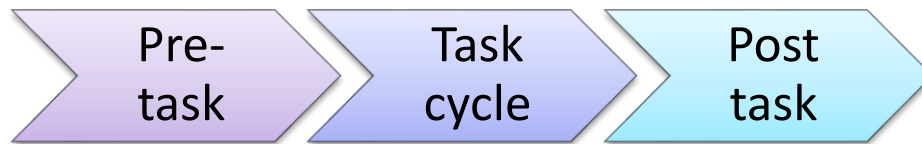
Note. Own Elaboration (2022) *The three stages of task-based learning.* [Figure]

During the pre-task process, the teacher introduces briefly the main topic of the session, followed by the task that has to be performed. In this process, helpful words and expressions are introduced in order to help later on. The teacher underlines relevant concepts so that the students can fully understand the task, what they are asked to do and why. In the pre-task, students take advantage of the information presented to note down useful and relevant information and spend a few minutes to start preparing their task.

After that, the task cycle consists in the preparation and realisation of the task, at this point the students are organised in small groups in order to elaborate the task. In the task cycle, students not only have to prepare the task as such, but they also have to rehearse what they are going to present later on. Throughout this process, the teacher acts as a guide and helper, making sure that any doubts are answered at all times.

In addition, once the whole task has been prepared, the students have to make a presentation of it in front of their classmates. Finally, in the post cycle, the teacher is in

charge of giving feedback and corrections, both in terms of content and form, to the tasks presented by the students.

1.4.4. Well-identified exercicies and activitites

In the elaboration of the didactic unit there will be 8 classroom sessions, where the students will have to complete a total of 24 activities which they will have to work in groups (maximum 5 people per group, as there are 23 students, there will be groups with 4 students and others with 5).

The activities have been proposed with the aim of providing students with knowledge and skills in oral and written competence, as well as specific vocabulary and specific verb tenses.

The proposed activities are detailed below, including: duration and necessary didactic resources.

1.4.4.1. Session 1
Chart 2: Achievements!

Detailed description of Session 1.

Timeline
This activity will be held on Monday 16 May and will last a total of 55 minutes, from 12:15 to 13:10 pm.
Didactic Resources
• Computer
Development of the Activity
During the first session, 3 activities will be carried out.
In the pre-task we will play a video on "The achievements of the world". Once the video is finished, the teacher will try to make them think about it by asking them what they think the session will be about; hopefully the answer will be "achievements". In addition, the video will show verbs that will be seen in the classroom.
Afterwards, we will introduce them to the Quizlet flashcards of the key concepts with

their definitions so that they can familiarise themselves with them. After this, they will have to access the "Spelling" section of the same Quizlet and they will have to write down what they hear.

Finally, they will have to complete the Educaplay activity, which consists in ordering the letters in order to spell correctly the words indicated in their respective definitions.

Note. This chart displays the duration, the resources needed and the activities that will be undertaken in Session 1 in more detail.

1.4.4.2.   Session 2
Chart 3: Let's pronounce!

Detailed description of Session 2.

Timeline
This activity will be held on Tuesday 17 May and will last for a total of 55 minutes, from 11:20 am to 12:15 pm.
Didactic Resources
- Computer   - Kahoot   - Blackboard   - Chalk
Development of the Activity
In today's session, we will start with a video about the different pronunciations of the suffix -ed.   We will create groups of 4 members, making 6 groups in the classroom.   The tutor will give a blackboard, chalk and an eraser to each group. Then, the teacher will write down the names of the groups that have been created on the classroom blackboard. The best of 30 wins the game.   The tutor will be in charge of pronouncing aloud any past form he/she wants, of free choice. The students must then quickly write down 2 things: 1) which verb it is (in infinitive form) and 2) its corresponding pronunciation.   In addition, there will be a Kahoot of this very same thing.   The winning group will win an ice cream.

Note. This chart shows the duration, the resources needed and the activities that will be undertaken in Session 2 in more detail.

1.4.4.3.   Session 3
Chart 4: Gaming time

Detailed description of Session 3.

Timeline
This activity will be held on Wednesday 18 May and will last for a total of 55 minutes, from 11:20 am to 12:15 pm.

Didactic Resources
• Flash cards • Cards • Computer • Paper • Pen (or pencil) • Dice • Tokens • Boardgame • Sticky snakes • Sticky ladders • Flashcards with questions

Development of the Activity
In this session, the aim is to organise a jincama. The jincama will consist of a taboo, riddles, "*Snakes and Ladders"* and a game of creativity against the clock. First of all, heterogeneous groups of 4 members each will be formed. The jincama will start with the riddles. Four riddles will be offered, and 1 point will be awarded to each group that gets it right. Next, 3 tables will be set up; on each table there will be a piece of paper on which the subject, verb and complements will be written. Then, the timer will start and the first participants will start. There will be 4 rounds, in which 1 member of each group will participate (there are 6 groups in total). They will have to run to the tables, in the order they want, and write one or more words from their category. At the very end, there should be some original sentences. The third activity will be a taboo. The taboo will also have 4 rounds, and can be played by anyone. Nobody will be left out because if they guess the hidden word, all the members of the group who have said the word correctly will get 1 point.

The last activity will be an adaptation of *"Snakes and Ladders".* This activity consists in playing the well-known game "Snakes and Ladders", but in a slightly different way.

First of all, before starting we will have to create groups of 4 students. Once these groups are formed, the activity will be explained to them.

Each group will be given a game board of the game "Snakes and Ladders", but without snakes and ladders. These two elements will be displayed separately and there will be as many of them as the number of students in the classroom.

Therefore, the novelty of this game is that it will be the members of each group who will choose where the snakes and ladders will be located. In order to do this, the members of each group will go, one by one, to the board and attach their sticky snakes and ladders; in this way their companions will not know until the last moment where these elements are going to be placed.

Once all the elements have been placed on the board, the game will start and proceed as usual. Instead of us, as teachers, asking the questions, it will be a member of the group who will ask one of the questions on the flashcards (and which will have an answer to corroborate whether or not his or her classmates get it right) to one of his or her classmates. In this way, all the members of the group will ask and answer.

If they get the answer right, they will have to roll the dice and move along the board as many squares as the dice indicates.

Also, it will be explained to them that as soon as they are in the square at the bottom of the ladder, they will have to climb to the top of it. On the other hand, if they land on the square where the snake's head is, they must place their token on the square where the snake's tail ends.

Note. This chart provides the duration, the resources needed and the activities that will be undertaken in Session 3 in more detail.

1.4.4.4.   Session 4
Chart 5: Escape, if you can

Detailed description of Session 4.

Timeline
This activity will be held on Thursday 19 May and will last for a total of 55 minutes, from 11:20 am to 12:15 pm.

Didactic Resources
• Mobile Phone

- Pen or Pencil

- Notebook

- Headphones (optional)

Development of the Activity

In today's session, an escape room has been organised.

The escape room will take place all over the school as there will be hidden QR codes.

The escape room will consist of 5 activities.

Among the Qrs students will find tests of: written comprehension, oral comprehension and written expression.

Students will be divided into homogeneous groups and will have to go around the school looking for the QRs and completing the tasks.

Among the activities to be found in the QRs are: a) on-air writing: a sentence will appear written on the QR and they will have to write on the back of each partner that sentence until it reaches the first one, the first one will have to write down on a piece of paper the sentence that has reached him/her, b) an article about the drama of the Oscars 2022, Will Smith vs. Chris Rock which they will have to read in detail, c) a quiz on the Oscars 2022 article, d) watch a video and answer the questions that appear; if they do not answer, the video is not retaken and e) listen to an audio and answer a quiz.

The first group to return to the classroom is the winning group.

Note. This chart presents the duration, the resources needed and the activities that will be undertaken in Session 4 in more detail.

1.4.4.5.   Session 5
Chart 6: Time to get rich!

Detailed description of Session 5.

Timeline

This activity will be held on Monday 23 May and will last a total of 55 minutes, from 12:15 to 13:10 pm.

Didactic Resources

- Boardgame

- Tokens

- Dices

- Lucky cards

- Community Box Cards

- Paper money

- Houses and hotels

- Housing Estate Cards

Development of the Activity

For the present activity the students will play an adapted and personalised version of the well-known Hasbro game "Monopoly".

The board will be adapted because instead of train stations there will be underground stations. Other adaptations that have been made are that each coloured part of each square on the board will be London locations. The white part of each square will have an infinitive verb written on it.

On the other hand, among the luck or community cards there will be variety and players will be able to find cards that play in their favour and others that play against them.

The game will proceed as normal, as if it was the original game. Each member of the group will roll the dice and move around the board as many squares as the dice indicates. Once they land on the correct square, they must conjugate the verb that appears in its past tense form. This is vital if they want to build a house or a hotel. They must say the correct form of the verb, and then they can decide whether to build a house or a hotel; if they do not guess the correct form, they will not be able to build anything and will not be able to move on the square until the next round.

Note. This chart displays the duration, the resources needed and the activities that will be undertaken in Session 5 in more detail.

1.4.4.6. Session 6
Chart 7: Guess who

Detailed description of Session 6.

Timeline

This activity will be held on Tuesday 24 May and will last for a total of 55 minutes, from 11:20 am to 12:15 pm.

Didactic Resources

- Computer

Development of the Activity

In this session, first of all, a brainstorming session will be held using the Menti platform. A link will be given to each group, and each group will have to put between 1 and 3 words related to professions.

Then, they will play a game like Bandai's "Guacamole" but in a TIC version. In this game, students will have to smash the mole that appears with the name of a profession.

The third activity consists of a guessing game through the Genially platform. In this activity, the students will be offered a link to Genially where they can find different images of celebrities from the time when they were little kids.

In this way, students will have to debate among themselves, always using the past simple tense, in order to try to guess who is hiding behind those tender images.

As well as practising the past simple, they will also practise vocabulary related to the jobs and speaking.

Note. This chart shows the duration, the resources needed and the activities that will be undertaken in Session 6 in more detail.

1.4.4.7.   Session 7
Chart 8: Biographical facts

Detailed description of Session 7.

Timeline
This activity will be held on Wednesday 25 May and will last for a total of 55 minutes, from 11:20 am to 12:15 pm.

Didactic Resources
- Computer   - Coloured balls   - Envelopes   - Biography (puzzle)

Development of the Activity
During today's session there will be 3 activities.

The first activity that they will have to do will be a questionnaire about what biographies are and the contents that should appear in them.

Then, we will bring out a box with 5 coloured balls: green, blue, red, yellow, pink and violet. Each coloured ball is associated with an envelope of the same colour.

Inside each envelope is the biography of a famous character; each envelope contains a different character. But the interesting part is that the biography is trimmed.

Each group will take a ball out of the box in a totally random way; this way it will be more legal.

In this activity, the groups will have to put the pieces of the biography in order, as if it

were a puzzle, so that the biography is totally coherent.

In the third activity, they will have to create a biography for themselves, but using Padlet.

For this activity, we will let them use their mobile phones, as they will be the ones to decide the main character of their biographies. As plan B, they can also use the computer. To do so, they will have to access the application *"Star by Face"* or its homonymous website. In this application, they will have to take a selfie or upload a photo of themselves and the platform will tell them which celebrity they resemble and in what percentage.

They will have to write a biography of the celebrity they most resemble, and if the percentages coincide, it will be up to the students to decide who they want to do.

In this way, the young people will be able to broaden their knowledge of the celebrities who exist and what their professions are. In addition, although the activity is individual, if a student knows the celebrity who has been assigned to another classmate, he/she will be able to guide him/her, in case he/she does not know who he/she is.

At the end of the class, the groups will have to perform a dramatisation about the life of one of the characters that each member of the group has been assigned, as they will be in Padlet, they can choose the one they like the most; they only have to do one.

Note. This chart provides the duration, the resources needed and the activities that will be undertaken in Session 7 in more detail.

1.4.4.8.   Session 8
Chart 9: Test your knowledge

Detailed description of Session 8.

Timeline
This activity will be held on Thursday 26 May and will last for a total of 55 minutes, from 11:20 am to 12:15 pm.

Didactic Resources
• Computer • Colours • Pencils

Development of the Activity
In the last session, two summative tasks will be carried out. The first one is that the groups will have to create a poster or infographic of the concept

or concept seen in the classroom. They will be free to choose whether they want to create only one concept or multiple concepts.

The next task will be to hang the infographics in the classroom, turning the classroom into a museum. The teacher will walk around the museum and ask the students questions about their creations and they will have to explain their "paintings " to the teacher. When the teacher has finished visiting all the infographics, the pupils can visit their classmates' infographics and also ask them questions, if they are really interested in their creations.

Note. This chart shows the duration, the resources needed and the activities that will be undertaken in Session 1 in more detail.

1.4.5. Cognitive process

Cognitive processes are those processes that enable us to process information, interact and understand the world. If humans were deprived of their senses, they would not be able to develop their cognitive processes. Among the most common cognitive processes may be attention, memory, perception, language and thought. Cognitive processes are classified into basic and higher cognitive processes. Higher cognitive processes are achieved only with basic cognitive processes. This information processing is or is intended to change behaviour through the generation of knowledge.

Something that must be clear to understand is that cognitive processes are distinct from cognitive skills. Basically, cognitive skills differ from cognitive processes because they are the skills to manage cognitive processes. So, cognitive processes are mental processes that are innately achieved in order to process information, interact through the senses. In addition, these factors also influence one' s information processing. For example, stress is a factor that also influences how humans process and use cognitive processes. Other factors are nutrition and genetics. Nutrition is also a determining factor in measuring or aiding cognitive processes, as well as genetics. However, genetics also plays a role, although it has not been determined how much of this factor influences cognitive processes.

1.4.6. *Defence of the selected methodology*

Human beings dwell in society; through groups, men and women interact in order to survive, grow and develop. For this reason, the serious problems facing contemporary society can hardly be solved by isolated individual actions. In other words, a community of efforts is needed to overcome the difficult situation and achieve development. In this sense, schools must be increasingly concerned with teaching students to relate and participate with their equals.

The technological, economic and political interdependence and integration that characterise modern society is a reflection of human beings' need to relate to each other and to collaborate with others. Changes have never before been so numerous and drastic; competition has never before been so demanding. In addition, there is also theoretical pluralism and the crisis, according to specialists, of existing paradigms.

In this way, cooperative learning is undoubtedly the response of education at the end of the 20th century and the beginning of the 21st century to *détente*, globalisation and international, economic, technological and sociocultural collaboration, which is seen as a necessity for social, but also personal and professional development that schools must foster among their pupils. It is the antidote to the neo-liberalism that fosters individualism and unequal competition.

The cooperative learning situation favours the growth of the group and each of its members by challenging them to face the "new", to explore the unknown and to construct their own knowledge as a team.

As Ferreiro Gravié & Calderón Espino (2000) state, the cooperative learning situation (SIACO) is based on Vigotsky's notion that the human psyche is formed in activity and communication from some basic innate premises. Activity and

communication will then be the two factors that determine the level of development of the psyche, including intelligence and creativity. With this type of learning, intelligence and creativity grow, but also ethical values, solidarity in sharing tasks, the necessity of understanding is reinforced and the passion for learning is awakened, starting from the pleasure of discovering the social, natural and personal world together.

According to Torrego and Negro (2014), a cooperative activity structure leads pupils to trust each other, to collaborate, to help each other throughout the development of the activity. On the contrary to an individualistic activity structure, in which everyone goes his or her own way without considering the others, and on the contrary to a competitive activity structure, which leads pupils to compete with each other to be the first to finish the task, or the one who knows best what the teacher teaches them, and therefore not to help each other but, on the contrary, to withhold information, to jealously guard the correct answer to a question, the solutions to a problem or the way to solve it.

Students who, for some reason, have more difficulties in learning have more opportunities to be better served in a cooperatively structured class, rather than in a class with an individualistic or competitive structure, since the teachers have more opportunities to help them and they can also count on the help of their own classmates. This is why a cooperative structured class is more inclusive than a class organised on an individual or competitive basis.

2. LEGAL FRAMEWORK

2.1. State regulatory framework

2.1.1. Curriculum

According to Royal Decree 1105/2014, of 26 December, on Compulsory Secondary Education, the centre of the basic curriculum is the student him/herself, as it is the student who learns, builds his/her competences and uses them, both to complete the learning tasks in the classroom and those required for real communication.

The subject "First Foreign Language" favours the development of initiative, especially in those activities related to oral and written expression and interaction, in which, from its very planning, the student decides what to tell, what to say, what to narrate, how to do it, through what medium and what channel, in what circumstances and depending on what expectations and reactions of the interlocutors or correspondents, all this in order to fulfil the communicative purpose pursued with the highest possible degree of success.

Hence, everything mentioned previously depends essentially on the learner himself/herself. Learners are the protagonists of their own learning and they are the ones who decide to choose and apply one or another communication strategy, to organise the discourse, to control and repair their performance. All this contributes to equip learners to assume their responsibilities, provides them with confidence in finding their own abilities, strengthens their identity and regulates their behaviour.

The core curriculum (Royal Decree 1105/2014, of 26 December), in turn, serves to develop the ability to learn to learn by first establishing in a transparent and coherent way the goals or desired outcomes that learners have to achieve as speakers of the

foreign language through the use of the foreign language themselves; determining what they need to learn to achieve those goals and identifying the strategies they can use to achieve them. Setting different objectives according to personal competence profile building needs is also the first step towards effective lifelong and lifewide learning.

Technological media play an important role as we live in the 21st century and in this field, too. According to the curriculum[3], technological media, and in turn digital competence, favour communicative competence because they serve as natural supports for oral or written texts.

Summarising, the core curriculum of First Foreign Language (Royal Decree 1105/2014, of 26 December) is structured in four main blocks related to language activities; these four main blocks are: comprehension of oral texts, comprehension of written texts and production of oral and written texts.

2.1.2. Stage objectives

According to the provisions of Article 11 of Royal Decree 1105/2014, of 26 December, Compulsory Secondary Education will contribute to the development of the students' abilities that will enable them to:

a)   Responsibly assume their duties, know and exercise their rights with respect for others, practice tolerance, cooperation and solidarity between people and groups, exercise in dialogue strengthening human rights and equal treatment and opportunities between women and men, as common values of a plural society and prepare for the exercise of democratic citizenship.

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[3] Royal Decree 1105/2014, of 26 December, establishing the basic curriculum of Compulsory Secondary Education and the Baccalaureate.

b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for an effective performance of learning tasks and as a means of personal development.

c) To value and respect the difference between the sexes and equal rights and opportunities between them. Reject discrimination against people based on sex or any other personal or social condition or circumstance. Reject stereotypes that discriminate between men and women, as well as any manifestation of violence against women

d) Strengthen their affective abilities in all areas of the personality and in their relationships with others, as well as reject violence, prejudice of any kind, sexist behavior and resolve conflicts peacefully.

e) To develop basic skills in the use of information sources to, with a critical sense, acquire new knowledge. Acquire basic training in the field of technology, especially information and communication.

f) To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as know and apply the methods to identify problems in the various fields of knowledge and experience.

g) To develop entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.

h) To understand and correctly express, orally and in writing, in the Spanish language, complex texts and messages, and begin to understand, read and study literature.

i)   To understand and express themselves in one or more foreign languages appropriately.

j)   To know, value and respect the basic aspects of their own culture and history and that of others, as well as the artistic and cultural heritage.

k)   To know and accept the functioning of one's own body and that of others, respect differences, strengthen body care and health habits and incorporate physical education and the practice of sports to favor personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care of living beings and the environment, contributing to its conservation and improvement.

l)   To appreciate artistic creation and understand the language of the different artistic manifestations, using different means of expression and representation.

2.1.3. Course Objectives

The aim of the course "First Foreign Language" in the first year stage is to learn the necessary and basic discursive skills that can occur naturally in general and simple situations. By the time young people finish their basic school studies, they should be able to express themselves and communicate in simple English, both orally and through writing. Whereas in the following stage, in secondary education, they need to acquire those necessary abilities to be able to interact and be understood in specific contexts.

2.2. Valencian Community's regulatory framework.

As it has been previously established, the main documents that conform the official curriculum of the Spanish state are the Royal Decree 1105/2014, of 26 December, the Organic Law 2/2006, of 3 May, on Education modified by Organic Law

3/2020, of 29 December, which modifies the Organic Law 2/2006, of 3 May, on Education. In addition to these specifications dictated and officially established by the Ministry of Education, we must also consider those set by the autonomous communities, and in our autonomous community, which is the Valencian Community, we encounter Decree 87/2015, of 5 June, of the Consell, which establishes the curriculum and develops the general organisation of Compulsory Secondary Education and the Baccalaureate in the Valencian Community, modified by Decree 51/2018, of 27 April, of the Consell, which modifies Decree 87/2015, which establishes the curriculum and develops the general organisation of Compulsory Secondary Education and the Baccalaureate in the Valencian Community. These official and legal documents include, among other things, basic principles of language teaching, declarations of intent and even descriptions of the skills to be developed. The Diari Oficial de la Generalitat Valenciana provides in the minimum teaching curriculum (Decree 87/2015 of 5 June) for foreign languages a framework for the teaching-learning process with a series of general guidelines, which are followed by an explanation of the contribution of the subject to the development of basic competences as well as objectives for the whole stage of compulsory secondary education. Hereafter, the contents are presented in greater detail, graded by courses for the four stages of ESO, as this is the stage I have selected to design the didactic programme.

The regional regulation, as well as the state regulation since it has to follow the established curriculum (Decree 87/2015), divides the contents into four main blocks; the first two blocks are related to oral communicative skills, more specifically to the comprehension and production of oral texts, and the following two are related to the comprehension and production of written texts. In addition to these four common

blocks, there is a fifth block which is closely related to the transversal elements, the vast majority of these elements are related to the world of ICT and to education in values.

Beneath each block of contents, a series of assessment criteria could be observed, which are common to the four years of Compulsory Secondary Education. Altogether, there are 27 assessment criteria divided between the 5 blocks. Having observed the curriculum [4] in depth, we could make some observations about the distribution of the curriculum throughout the four years of ESO. The most curious, surprising and striking aspect is that the curriculum (Decree 51/2018, of 27 April) for foreign language in ESO is practically the same for all grades. The difference between the demands of one course or another is based on the gradation of demands in terms of both comprehension and production.

However, once we try to compare one year with another, whether it is the previous or the next, we observe that the difference is practically reduced with respect to the incorporation of new sounds (phonemes), vocabulary and expressions, as well as new morphological and discursive structures. Although the curriculum (Decree 51/2018 of 27 April) hardly changes from one year to the other, the truth is that the difference between the first year and the fourth year of ESO is quite significant, since the knowledge and contents that they eventually have in the fourth year are closer to "reality", since they have the basic skills, not only to produce oral and written texts, but also to express themselves freely, even if they do so in a brief and/or simpler way.

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[4] Decree 51/2018, of 27 April, of the Consell by which which amends Decree 87/2015, which establishes the curriculum and develops the general organisation of compulsory secondary education and the baccalaureate in the Valencian Community.

2.3. LOMLOE's regulation

Nowadays, the Spanish educational system is regulated by the Organic Law for the Improvement of Educational Quality (LOMCE), but although it was not until December that the LOMLOE Law (Organic Law for the Modification of the LOE) or also known as the Celaá Law, was approved, it was not until just a month ago that the Royal Decree 217/2022 was published in the BOE (Boletín Oficial del Estado), in which we are able to observe and inform ourselves of all the changes that the implementation of this law in the educational system entails and brings with it.

2.3.1. Curriculum

According to Royal Decree 217/2022, of 29 March, which establishes the organisation and minimum teaching requirements for Compulsory Secondary Education, the Foreign Language curriculum is being traversed by the communicative and intercultural dimensions of plurilingualism. Moreover, the specific competences of the subject are closely related to the descriptors of the different key competences of the *"Exit Profile"* as well as to the challenges facing us in the 21st century. This set of specific competences enables learners to communicate effectively and appropriately in the foreign language and to expand their individual linguistic repertoire by exploiting their own experiences in order to improve communication in both familiar and foreign languages. In addition, an important value is also attached to valuing and respecting individual linguistic profiles, acceptance of and accommodation for cultural diversity, as well as respect and curiosity for other languages and for intercultural dialogue as a means of promoting sustainability and democracy.

3. SCHOOL CONTEXT

The secondary school that we are going to contextualise in this section is the secondary education centre 'IES Joan Coromines', a centre that provides Compulsory Secondary Education, Non-Compulsory Secondary Education (Baccalaureate); as well as Professional Training, Intermediate and Higher Level. Therefore, in this section we will provide a brief description of the centre and its environment, as well as the families of the young people attending the school and of our group of students.

3.1. Environment

The centre is located in the town of Benicarló, a coastal town situated on the Azahar coast, in the east of Spain in the province of Castellón. The town, according to the INE (Instituto Nacional de Estadística), nowadays, has a population of 27,658. The educational centre is located on Passeig Marítim, 5, which is practically one of the busiest streets in the town, as it provides access to both the seaport and Peñíscola.

The area in which the centre is located is a fairly quiet area, as far as can be expected, in which there are a large number of local shops and small businesses, as well as hotels, cafés and parks and green areas. Regarding the cultural infrastructures surrounding the centre, there are two parks just 10 minutes away (the Auditorium Park and the Plaza Constitución Park), a green area with a children's playground 1 minute away, the municipal library, which is public (the Manel Garcia i Grau Library) and there are also a large number of language schools and academies nearby, although the closest one is Sense Límits.

3.2. Families

The students' families come not only from the locality of Benicarló, but also from neighbouring towns such as Peñíscola, Vinaròs, or Cálig, among others.

The centre has an immigration rate of 21%. The great majority are of Maghrebi origin. However, although there are other nationalities such as Romanians and Spanish- Americans, these are represented to a lesser extent compared to the North Africans. All these families are all settled in Spain, where they live, work and are committed to the education of their children.

3.3. High school

The 'IES Joan Coromines' institute is a Castilian institution that dates back to the 1950s. It is located in Benicarló and offers a great demand for studies: because it offers compulsory secondary education (that is, ESO, 12-16 years) and it also offers education Post-compulsory secondary education includes: Baccalaureate and Intermediate and Advanced Vocational Training Cycles and Basic Vocational Training (Administrative, Computer Science and Physical and Sports Activities). Regarding the number of groups,in 1st there are four groups, in 2nd there are three, and in 3rd and 4th there are only two groups. Instead, the two Baccalaureate courses are divided into two, that is, 'Scientific' and 'Humanistic', so there are four groups in Baccalaureate.

The institution presents the Tutorial Action Plan for Secondary Education by means of this plan the educational institution contributes both to the development of the teaching-learning process and to the emotional intelligence and appropriate guidance of those students with special needs through the use of tutorials and specialised support.

Although the school is quite large, there are only 70 teachers to date. The management team is led by the head teacher who ensures that pupils learn in an organised environment. In addition, as far as the non-teaching staff is concerned, IES

Joan Coromines is made up of four administrators, four caretakers and four cleaning staff.

The centre accommodates a total of 693 students. From this total number, 359 belong to the Compulsory Secondary Education stage, 70 belong to the Non-Compulsory Secondary Education stage, specifically to Baccalaureate, and 264 to Vocational Training. All these students are enrolled in a mixed and co-educational system in which both sexes are integrated from the very beginning through the development of pedagogical, educational, recreational and even sporting activities. The students attend school regularly and continuously, however, if for any reason they are unable to attend the school, for whatever reason, the parents or legal guardians contact the tutor and even the teacher whose class they will not be attending through the digital platform ITACA.

As children attend classes regularly, absenteeism is not considered as an issue. Furthermore, we can say that academic grades are, in general, fairly satisfactory. As far as the infrastructure of the school and its organisation are concerned, the high school consists of a total of 46 classrooms; of these 46 classrooms, 13 classrooms are specific classrooms. Moreover, these 13 specific classrooms are divided into 8 ICT classrooms, a physics and chemistry laboratory, a technology workshop, a music classroom, alanguage laboratory and a natural sciences laboratory. Regarding physical education, theschool has a gymnasium and two courts, one of them inside and the other outside, as it faces the street, more precisely the intersection between Passeig Marítim and Avinguda de Iecla. The centre has two different playgrounds, although now, due to the COVID- 19, the outdoor court has also been converted into a playground at break time.

3.4. The group of students

The group selected to undertake this FMT corresponds to the 1st year of Compulsory Secondary Education (1st ESO). This group is composed by 23 students. These young people receive four hours of English as a first foreign language per week, to be more precise, they have classes for one hour from Monday to Thursday. In general, the students tackle the subject correctly, with an acceptable level of English.

Overall, the group is homogeneous. However, if we take a deeper look, it is a group that is not strongly motivated, but their performance is still acceptable. Therefore,we will have to adapt the existing methodology and contents to increase both motivationand results.

On the other hand, there is one pupil with special educational needs. This student, a male, has a severe degenerative illness which was diagnosed when he was only two years old, in 2012, and he follows his medication and medical attendance to specialists on a regular and periodic basis, respectively. Although the young man is wheelchair-bound, this is not a problem for his well-being as far as we can see.

Of the 23 pupils we have, 6 of them, including the male mentioned above, are "ACIS". These young people need individualised curricular adaptations. Obviously, every child is unique, but most of them have severe learning difficulties or have joined the education system later and thus need that extra help.

Finally, as far as school absenteeism is concerned, this group has a very low and practically non-existent percentage. It is true that one or two pupils, especially one of them, are absent quite frequently, either because he is expelled, or because his mother takes him when she wants to (being aware of her son's timetable), or other factors. But the truth is that our pupils come from working families who are aware of

how importantit is to receive an education and for this reason they oblige their children to fulfil their duty to attend their classes. However, if a student is unable to attend classes, the parent/legal tutor informs the teacher via ITACA so that he/she can be informed.

4. PRESENTATION OF CONTEXTUALISED EDUCATIONAL PLANNING IN THE SCHOOL

This section provides a brief introduction to the areas raised in the annual programme for the first year of compulsory secondary education for the current academic year 2021-2022.

4.1. Sequence of competences, contents and assessment

According to the Spanish Ministry of Education, Culture and Sport, currently exists the Order ECD/65/2015, of 21 January, which describes the relationships between the competences, contents and evaluation criteria of primary education, compulsory secondary education and baccalaureate.

The European Union orientations underline the necessity of the acquisition of key competences by citizens as an indispensable condition for individuals to achieve full personal, social and professional development in line with the demands of a globalised world and to enable economic development, linked to knowledge.

The new thirty-fifth additional provision to Organic Law 2/2006, of 3 May, on "Integration of competences in the curriculum", establishes that the Ministry of Education, Culture and Sport will promote, in cooperation with the Autonomous Communities, the appropriate description of the relationships between competences

and the contents and assessment criteria of the different teaching programmes as of the entry into force of the Organic Law.

This Order, which is of a basic nature, is issued under the protection of Article 149.1.30 of the Constitution, which attributes to the State the powers to regulate the conditions for obtaining, issuing and validating academic and professional qualifications and basic rules for the development of Article 27 of the Constitution, in order to guarantee compliance with the obligations of the public authorities in this area.

The key competences are essential for the well-being of European societies, economic growth and innovation, and describe the essential knowledge, skills and attitudes related to each of them.

The key competences in the Spanish Education System, and therefore included inthe annual programme, are the following:

1. Linguistic communication

2. Mathematical competence and basic competences in science and technology.

3. Digital competence

4. Learning to learn

5. Social and civic competences

6. Sense of initiative and entrepreneurship

7. Cultural awareness and expressions

On the other hand, the contents are given by DECREE 87/2015, of 5 June, which establishes the curriculum and develops the general organisation of Compulsory Secondary Education and the Baccalaureate in the Valencian Community.

The contents that comprise this subject and this course have been grouped into: comprehension and production (expression and interaction) of oral and written texts, and transversal elements to the subject. The first four blocks, related to the two specific focuses of attention: oral language and written language, cover the constituent elements of the linguistic system, its functioning and relationships and the social and cultural dimension of the foreign language.

On the other hand, the assessment criteria established by the curriculum for the first year of Secondary Education in the area of foreign language, which is organised into five large blocks: comprehension and production (expression and interaction) of oral and written texts and transversal elements.

Chart 10

Key competences covered in the centre's programme..

1. Linguistic Communication

- Achievement-related verbs and names of professions.
- Differences in British and American English vocabulary and changes in some occupational nouns to reflect the entry of women into the workplace.
- The spelling rules for adding the past ending -ed to regular verbs.
- Use of object personal pronouns and review of possessive adjectives and was / were.
- Listening comprehension of a conversation, a dialogue about a famous person, a presentation about Oprah Winfrey and a radio interview with the president of a country.
- Use of English to talk about important people and activities in the past, exchange biographical information and ask for directions and information in a museum.
- The years in English.
- Written comprehension of a newspaper article about real-life heroes, a text about Oprah Winfrey, short texts about Nobel Prize winners and a text about an American teenager's solidarity actions to help homeless people.
- Pronunciation of the past ending of regular (-ed) verbs /d/, /t/ and /Id/. The stress patterns of words in sentences.
- Written expression of a biography about a famous person, a paragraph about a person who has won a Nobel Prize and a biography about John Lennon u sing appropriate expressions and vocabulary.

2. Mathematical Competence and Basic Competences in Science and Technology.

- Years reading in English.

- Using ordinal numbers to talk about the floors of a building.

- Appreciation of scientific knowledge and technological development and some of the most relevant inventions.

- Locating countries on a map.

3. Digital Competence

- Interactive Student, www.burlingtonbooks.es/IS practice the interactive vocabulary, grammar, dialogue formation, listening and reading comprehension activities of the introductory unit.

4. Learning to Learn

- Use of strategies, resources and intellectual work techniques to learn and be aware of one's own abilities and knowledge. Reflection on one's own successes and failures.

5. Social and Civic Competence

- Respect for the activities people do in their free time.
- Solidary actions to improve the living conditions of people all over the world.
- Appreciation and respect for the spirit of self-improvement of people with disabilities or who come from unstructured and unfavourable environments.
- Presence of women in tasks traditionally carried out by men.
- The importance of keeping calm in order to be able to react appropriately in dangerous situations.
- Learning and practising how to ask for directions and information in a museum.
- Respect for the opinions of others.

6. Sense of Initiative and Entrepreneurship

- Use of personal creativity when producing oral texts from given models.
- Showing a critical sense of the cultural information presented.
- Use of personal creativity when producing written texts from given models.
- Organisational development in presenting written work.
- Show autonomy when assessing the level of achievement of the unit's objectives.

7. Cultural Awareness and Expressions

- Interest in knowing facts about some personalities who have made a difference in their professional fields.

- Interest in finding out about the charitable actions of famous and non- famous people in different countries around the world.

- Appreciation of the differences in vocabulary between British and American English.

- Interest in finding out about Nobel Prizes and some of the people who have won them.

- Interest in knowing facts about the authors Rudyard Kipling, Winston Churchill and William Golding and their works.

Note. This chart shows all the key competences which are going to be dealt with in the 1st year of ESO, according to the school's annual programme.

Chart 11

Content covered in the centre's annuel programme..

1. Vocabulary
- Achievement.   - Identification of typical vocabulary related to achievements.   - Comprehension and oral expression of different words related to achievements.   - Professions.   - Understanding and speaking about different professions of famous people.   *Tip*: information about some professions and the changes between the presentand the past.   - Different exercises to practise the vocabulary learnt.
2. Grammar
- Expressing historical facts and things achieved by people: Past Simple. Use and formation.   - Correct use of the grammar seen throughout the section through different activities.   - Expressing past actions: Past Simple. Use and formation of the affirmative,negative and interrogative.   - Correct use of the grammar seen throughout the section through different activities.
3. Listening
- Oral comprehension of a conversation about a person.   - Written expression of the requested information related to the conversationlistened to previously.   - Listening comprehension of a dialogue about a famous person.   - Completion of various exercises to answer questions about a famous person.
4. Speaking
- Application of the vocabulary and grammar seen in the unit, and put intopractice through speaking.   - Oral interaction with a partner to talk about important people using the givenexpressions.   - Application of the vocabulary and grammar seen in the unit, and put intopractice through speaking.   - Oral practice to talk about past activities using the grammar

and vocabularyseen.
- Oral interaction with partner to talk about past activities using the expressionslearnt.
- Reporting statistics: expressions used to express statistical data.
- Oral interaction with partner to exchange biographical information using the expressions learnt.
- Saying years: correct way of expressing years.

5. Reading

- Reading a text on a website about real heroes in order to carry out differenttypes of exercises.
- Comprehension of key information in the text.
- Identifying key words in the text using their definitions.
- Locating three countries on a map.
- Tip: lexical differences between British and American English.

6. Pronunciation

- Correct pronunciation of past endings of regular verbs (-ed): /d/, /t/ and /Id/.
- Accentuation patterns of words in sentences.

7. Focus on Functional Language

- Review of the language used to talk about famous people.

8. Writing

- Analysis of the structure of a biography.
- Analysis of typical language used when writing a biography: was / were and Past Simple to write about a person's life, and possessive adjectives and objectpronouns to avoid repeating names of people, places and things.
- Preparation before writing a biography by completing various exercises.
- Writing Task: producing a biography following the steps provided in the Writing section.

Note. This chart displays the contents that, according to the annual programme of the centre, are going to be dealt with in the classroom of 1st ESO, divided by categories.

Chart 12

Assessment criteria stated in the centre's annual programme.

Block 1. Comprehension of Oral Texts

BL1.1. Identify, applying listening comprehension strategies, the essential information, main ideas and most relevant details in short, well-structured oral texts, in different media and articulated at slow speed, on topics close to his/her interests in the personal, public and educational fields and in their corresponding registers, in acoustic conditions that do not distort the message.

BL1.2. Detect in oral texts, in a guided way and when they appear explicitly, socio-cultural and socio-linguistic aspects of everyday life, behaviour, interpersonal relationships, customs, celebrations, cultural and artistic events, considering diversity and differences in the classroom from an inclusive perspective, as an enriching

element.

BL1.3. Distinguish, in a guided way and with the help of examples, the communicative functions of the level and the associated morphosyntactic structures, as well as the textual organisation and lexis of frequent use for the comprehension of very short oral texts clearly structured and in different media.

BL1.4. Infer, in a guided way, the meaning of new words and expressions in very short oral texts, in different media, with visual, contextual and co-textual support.

BL1.5. Discriminate sound, accent, rhythm and intonation patterns to recognise communicative meanings and intentions in very short structured oral texts in different media.

Block 2. Production of Oral Texts: Expression and Interaction

BL 2.1. Produce or co-produce, in a guided way, applying strategies of oral expression, very short, understandable and structured monologic or dialogic texts, in different media, on topics close to his/her interests, in the personal, public and educational spheres, in a formal, informal or neutral register, although sometimes there are pauses, hesitations and rectifications.

BL2.2. Incorporate sociocultural and sociolinguistic aspects of everyday life, behaviour, interpersonal relationships, social conventions and cultural and artistic manifestations into oral production, guided or with the help of models, considering diversity and differences in the classroom from an inclusive perspective, as an enriching element.

BL2.3. Produce or co-produce, with the help of models, very short oral texts in different media, coherent and appropriate to the communicative purpose, using knowledge of functions, discursive patterns, textual organisation, morphosyntactic structures and frequently used vocabulary with creativity.

BL2.4. Use in clearly structured regular communication situations, in a guided way, the strategies and linguistic and paralinguistic resources of oral interaction, even though they depend to a large extent on the interlocutor's performance.

BL2.5. Pronounce utterances clearly, using the sound, accentual, rhythmic and intonation patterns of the level, although sometimes making mistakes which do not interrupt communication.

Block 3. Understanding Written Texts

BL3.1. Identify, using strategies of written comprehension, the essential information, main ideas and most relevant details in very short texts, continuous and discontinuous, in different media, in a formal, informal or neutral register, on subjects close to his/her interests, in the personal, public and educational fields.

BL3.2. Read aloud very short, well-structured literary or non-literary texts, articulating words correctly, with rhythm, intonation and a progressive automatisation that facilitates comprehension of the text.

BL3.3. Detect in written texts, in a guided way and when they appear explicitly, socio-cultural and sociolinguistic aspects related to everyday life, behaviour, interpersonal relationships, customs, celebrations, cultural and artistic manifestations, considering diversity and differences in the classroom from an inclusive perspective, as an enriching element.

BL3.4. Distinguish, in a guided way and with the help of examples, the communicative functions of the level and the associated morphosyntactic structures, as well as the textual organisation and frequently used lexis, spelling, typographical and punctuation conventions, for the comprehension of very short, clearly structured written texts in different media.

BL3.5. Infer, in a guided way, the meaning of new words and expressions in very short written texts, in different media, with audiovisual and contextual support.

Block 4. Production of Written Texts: Expression and Interaction

BL4.1. Produce or co-produce, with the help of models, very short, continuous or discontinuous, coherent and structured written texts, in different media, in a formal, informal or neutral register, on subjects close to his/her interests, in the personal, public and educational spheres, applying planning, execution and revision strategies with creativity.

BL4.2. Incorporate socio-cultural and socio-linguistic aspects of everyday life, behaviour, interpersonal relationships, social conventions and cultural and artistic manifestations into written production, guided or with the help of models, considering diversity and differences in the classroom from an inclusive perspective, as enriching elements.

BL4.3. Produce or co-produce, with the help of models, very short written texts in different media, coherent and appropriate to the communicative purpose, using knowledge of functions, discursive patterns, textual organisation, morphosyntactic structures, spelling, typographical and punctuation conventions, as well as frequently used vocabulary, in everyday communicative situations with creativity.

BL4.4. Produce personal, formal and informal correspondence, in a guided manner, in different media on topics related to activities and situations of everyday life and current affairs, in the personal, public, social and academic spheres, respecting conventions, rules of courtesy and netiquette.

Block 5. Transversal Elements of the Subject

BL5.1. Search and select information, text documents, images, soundtracks and videos from a filtering strategy and in a contrasted way in digital media such as sound banks, specialised websites, dictionaries and virtual encyclopaedias or specialised databases, recording it carefully on paper or storing it digitally in computer devices and web services.

BL5.2. Collaborate and communicate to construct a collective product or task by filtering and sharing information and digital content and using ICT communication tools, social web services and virtual learning environments. Apply good forms of communication behaviour and prevent, report and protect others from bad practices such as cyberbullying.

BL5.3. Create and edit digital content such as text documents or multimedia presentations with aesthetic sense, using desktop applications to include them in their own projects and tasks, knowing how to apply the different types of licences.

BL5.4. Carry out tasks or projects efficiently, have initiative to undertake and propose actions being aware of their strengths and weaknesses, show curiosity and interest during their development and act with flexibility looking for alternative solutions.

BL5.5. Plan tasks or projects, individual or collective, making a forecast of resources

and times adjusted to the proposed objectives, adapting them to changes and unforeseen events, transforming difficulties into possibilities, evaluating the process and the final product with the help of guides and communicating the results obtained in a personal way.

BL5.6. Recognise the studies and professions linked to the knowledge of the educational level and identify the knowledge, skills and competences required to relate them to their strengths and preferences.

BL5.7. Participate in work teams to achieve common goals, assuming different roles effectively and responsibly, supporting colleagues showing empathy and recognising their contributions, and using egalitarian dialogue to resolve conflicts and discrepancies.

BL5.8. Recognise the conceptual terminology of the subject and of the educational level and use it correctly in oral and written activities in the personal academic, social or professional sphere.

Note. This chart presents the assessment criteria that the centre will take into account for the evaluation of the learners.

4.2. ICT's Activities

According to the educational planning, as expected, the English language subject is mainly concerned with reading comprehension, oral and written expression in all the units, but also with audiovisual communication and ICT.

The material used in the classroom, *Way to English: 1* has a section entitled IC Interactive Classroom which appears throughout each unit aiding dynamic and consistent teaching. This section includes: Communication Videos, for functional language teaching and speaking practice giving the student the opportunity to see real-life communication in action; Culture videos, to accompany cultural and CLIL texts providing additional information adapted to the student's language level; Slideshows, for further information on the unit's topic through slide shows based on cultural content and different curriculum areas. All these interactive resources are an interesting extra addition to any classroom and serve to broaden students' general knowledge of the world around them; Grammar Animation, to work on grammar content with visual animations in a fun way and in real contexts; Vocabulary Presentation to present and revise vocabulary, including a list of words with audio and their translation into Spanish

to help with practice, assessment and spelling; Games to revise vocabulary and grammar as a group with the whole class; Extra Practice, to help revise the grammar and vocabulary presented in the Student's book and Speaking Exam Practice: structured exercises based on the CEF exam.

4.3. Innovation

When it comes to evaluation, the following instruments and methodologies are the most commonly used:

- Observation of daily work.

- Oral questions for students to explain their procedures.

- Review of work and projects done by students at home and in class.

- Written and oral tests/quizzes included in *Way To English 1 All In One Pack*

- Comprehension of different written texts and subsequent oral and/or written test of these texts.

- Oral presentation in class of the proposed dialogues and topics.

- Interviews with students.

Regarding the evaluation criteria, firstly, at the beginning of the course, an initial test will be conducted to obtain information on the situation of each student. The mark for each assessment will be obtained as follows:

- 8 points from the exam which will be divided as follows:

    o Grammar & Vocabulary: 4 points.

    o Reading: 0,5 points.

    o Writing will have a minimum of 40 words and will be worth 1.5

points.

- o Listening: 1 point.

- o Speaking: 1 point.

- 1 point for attitude: This includes work and participation in class, interest,notebook, etc.
- 1 point for comprehension of written texts (compulsory reading books).

It is continuous assessment and each assessment (and each test) will include the previous grammar and vocabulary contents, so that the third assessment will be a global assessment.

Throughout the evaluation there will be two grammar and vocabulary tests from which the average mark will be taken. The first test will represent 40% of the mark and the second 60%, as it includes more content.

It is extremely important to note that in order to pass the course, a minimum averageof '4' must be obtained in the grammar and vocabulary section. In addition, the student must take all the exams and all the parts of the exams that are examinable. If a student does not answer any part of the exam (grammar, vocabulary, writing, reading, listening)he/she will not be assessed.

As has been previously established, assessment throughout ESO is continuous. Evenso, in order to get the final mark, a weighted average of the partial marks (with 2 decimals) of each term will be taken. In this way, the student's progress from the first evaluation will be evaluated, the mark will gain weight throughout the school year and as the student's knowledge increases.

Each evaluation represents a specific percentage:

- 1st evaluation: 17 %.

- 2nd evaluation: 33 %.

- 3rd evaluation: 50 %.

Students who, although they have passed the course, obtain a 4 due to the clause of the average mark in the grammar and vocabulary section, will be able to take a final retake of this section only.

From the pass mark (5) onwards, the grade may be rounded upwards from the decimal 5. In the extraordinary exam in July the maximum mark will be 6, and the percentages established to obtain the mark will be as follows:

- Grammar & vocabulary: 70%.

- Reading: 10%

- Writing: 20%.

4.4. Developing values related to equity, diversity and ethics.

Civic competence is based on critical knowledge of the concepts of democracy, justice, equality, citizenship and human and civil rights, as well as their formulation in the Spanish Constitution, the Charter of Fundamental Rights of the European Union and international declarations, and their application by various institutions at local, regional, national, European and international level.

Entrepreneurship and self-confidence, peaceful conflict resolution, and constitutional values such as respect for freedom, justice and human rights, equality and the inclusion of people with disabilities are promoted through the block of transversal elements found in the different contents of the subject. The aim of promoting all of these is to ensure that civic values are always present.

4.5.   Reinforcement and special attention groups

The materials used in the classroom are designed to cater for diversity. Even so, those students who have difficulties in learning will be provided with graded exercises that will allow them to consolidate what they have studied in previous units.

4.6.   SWOT analysis of the school's didactic programme

The teaching programme for the academic year 2021-2022 for the first year of Compulsory Secondary Education contains many of the necessary sections to develop the present work, but at the same time it is also true that there are aspects to be dealt with and developed. After examining and reading the whole teaching programme, it can be confirmed that the departmental colleague who was in charge of drafting it did a great job.

4.6.1.   Strengths and weaknesses

The programme has a seemingly simple structure, which makes it easy to read and navigate through. Moreover, thanks to the automatic summary on the second page of the document, after the title page with the centre's logo, it is easy to find any aspect that is going to be developed in the programme.

After having invested a reasonable amount of time in reading and analysing this programme, it can be said that the aspects developed in it are well written, explainedand related to the regulations in force.

The teaching programme presents almost all the aspects included in Article 3 of Order 45/2011, of 8 June, of the Regional Ministry of Education, which regulates the structure of the teaching programmes in basic education. Although almost all aspects are included, the section "Evaluation" lacks the types of evaluation and the evaluation of

the teaching and learning process. In addition, the absence of a section on didactic and organisational resources and a section on complementary activities is also missing.

However, there are some aspects that I think should have been dealt with in greater depth or at least included. For example, the section on "ICT activities" should be developed further because it hardly explains anything important or of value. There should be more mention of ICT as it offers the possibility of transforming the educational dynamic. The interactive potential of technology enables dialogue and the joint construction of knowledge. They also allow access to enormous sources of information. They allow for interconnectivity, networking, collaborative learning, etc. But we must bear in mind that the mere presence of ICTs does not transform education. The tool itself does not educate, it is neutral. On the other hand, the use we make of it and the purpose for which we use it does. Moreover, the use of ICTs provides students with the skills to learn and not only to transmit knowledge.

On the other hand, during the almost 5 months of my internship in the secondary school, the presence of a number of young people with specific needs has been observed. In the first year of ESO in which I was a trainee there was a student with an illness that hindered his mobility, in another first year of ESO there was another child with a wheelchair, and these are just two cases from the first year, although there are many more. This is noteworthy because although Order 20/2019 exists in the Generalitat Valenciana, the programme only states that students will have graded exercises.

4.6.2.   Importance of the Pedagogical Use of ICT

Since Generation Z, the young people born between 1997 and 2015, can be considered digital natives, they have acquired such a familiarity with computers that it

is almost impossible to conceive of them apart from the digital world. Prensky (2001) defines digital natives as young people who are native and trained in the digital language of computer games, video and the Internet. In this way, it is logical to think that they may be more attracted by technological tools than by traditional teaching methods, such as the paper book. Although the methodologies to be used in the classroom are not necessarily mutually exclusive, there is a need for a renewal that makes room for new ways of learning.

The use of technology in education has a positive impact on academic learning. On the one hand, it increases students' motivation and interactivity. On the other hand, it fosters cooperation between students and encourages initiative and creativity.

ICT can be used in both individual and group formats. They are tools that allow both teaching by discovery and traditional expository teaching, where the role of the teacher is still very important. These tools are especially important in secondary education, a stage in which students can face problems of motivation and lack of concentration in their studies. For these digital natives, ICTs become a communication and information channel that opens the door to open and motivating learning, increasing their involvement in the classroom.

Apart from academic learning, ICTs also help students to develop transversal skills, such as interpersonal communication, collaborative work or creativity, which boosts their participation in class and eliminates possible barriers to integration.

4.6.3. Active methodology and Innovation

Although the annual teaching programme deals with "General and specific methodology", it does not deal much with active methodologies. However, reviewing the concept of "methodology" throughout the document, it can be found a total of 6 times. From this total, four appear in titles, one in a stage objective which is given in the

Decree 87/2015 and another one to describe the methodology of the *Way to English* material. This surprised me a lot because at the time I was expecting a more extensive description of what kind of methodology was going to be used in the current academic year. For the same reason, it is confusing not knowing from the outset what kind of methodology is going to be used.

The didactic programme pleads for innovation and for active and cooperative methodologies, but at no point is it developed how this would be approached. Concerning innovation, no proposals for educational innovation were found. It seems obvious that innovation goes hand in hand with innovative proposals. So, if there is a section to be dealt with which there is no information in the programming, it should be expanded in order to at least fulfil the basic need for this section.

Educational innovation could be defined, according to Cañal del León et al. (2002), as "(a) set of ideas, processes and strategies, whether more or less systematised, through which an attempt is made to introduce and provoke changes in current educational practices. Innovation is not a one-off activity but a process, a long journey or journey that stops to contemplate life in the classroom, the organisation of schools, the dynamics of the educational community and the professional culture of the teachers".

Considering the fact that the centre's annual programme does not place special emphasis on innovation, and that we are aware of the great value of innovation in education, it has been decided to use the most common online platforms to develop the gamified activities of our didactic unit. The main platforms to be used are: Kahoot, Genially, Educaplay and Wordwall.

However, apart from new technologies, and with an intention of being

innovative, it has also been decided to use common, traditional and analogue games. Among these games there are an escape room, a Snakes and Ladders adaptation and also an adaptation of the well-known Hasbro game "Monopoly".

4.7. Contextualised proposals for improvement

As previously mentioned, in the section on strengths and weaknesses, there are some aspects that could be further improved.

For this reason, firstly, it would be developed in detail the methodology to be followed within the classroom, as well as the range of strategies to be employed (if any particular strategy would be used). In addition to naming the selected methodology, its key concepts would also be explained in order to guide the teaching personnel of our speciality, as not all of them are familiar with all the existing methodologies.

Diversity is a difficult area to handle if the aim is to maintain the conventional methodology in which the teacher explains and the students listen and then develop a series of activities. In order to be able to respond to the diversity of the students in the classroom, it is necessary to apply a different methodology in which the teacher can attend to all the students. One of the most suitable methodologies for this situation would be cooperative learning.

The reason why cooperative learning is one of the best methodologies to combat this is because with this methodology a learning situation is created in which the objectives of all participants are closely related, such is the bond that each participant is only able to achieve their objectives if the rest of their classmates are able to achieve theirs (Johnson and Johnson, 1986, cited by López and Acuña, 2011, p. 31). Moreover, as Dansereau (1985) points out, working in a group to achieve a common goal has a positive impact on the appreciation of personal work, and also on the motivation to

learn.

Furthermore, cooperative learning is a favourable methodology for working on the competences established in the curriculum of Royal Decree 1105/2014, since, as Gil et al. (2007) state, in order to develop this series of competences required by the curriculum, it is necessary to use methodologies in which there is interaction between participants and in which students perceive responsibility and autonomy in the activities. It is for this reason that cooperative learning is a useful methodology since, as Johnson et al. (1999) indicate, cooperative learning encourages: active participation, interaction and the perception of responsibility, both individual and collective.

In short, and as indicated by Lata and Castro (2016), the main objective of cooperative learning is to achieve the inclusion of all.

At first glance the concepts of inclusive education and co-operative learning may seem to be isolated concepts, but in fact they are closely related to each other. In an attempt to see this relationship, some questions that Pujolás (2009) raises in this regard and which can only be answered in this practice can be asked: How can "different" pupils progress in their learning in the same classroom? How can "different" students' progress in a competitive and individualised climate?

Furthermore, although the benefits of cooperative learning are innumerable; a number of benefits are shown below in order to prove and underline that cooperative learning is advantageous. Among these advantages or benefits are:

1) Promotes active involvement

2) Increases learning levels

3) Reduces abandonment; as well as anxiety

4) Enables liberal teaching

5) Promotes independent and self-directed learning

6) Develops critical thinking

7) Develops writing skills

8) Develops speaking skills

9) Increases satisfaction

10) Promotes the integration of learners

11) Prepares for citizenship

12) Develops leadership skills

In addition, programming overlooks the issue of innovation and the use of ICTs. In terms of innovation, it is necessary to improve the evaluation system. Then, although the syllabus describes the evaluation criteria in depth, and based on my experience, it is worth bearing in mind that in the third term irregular verbs begin to be studied. This would be part of the improvements to be made since, as it is given at the end of the course, no percentage of the mark is allocated to this; it simply comes under attitude. For this reason, Kahoot would also be used, but an additional 0.05 would be added to those young people who take part in both tests. In this way, the students would be favoured and the mark would be rounded off. It is worth re-evaluating the values of the assessment criteria, as they are unbalanced. Writing, reading, speaking and listening have the same value and therefore each skill would be assigned 1 point. This change is due to the fact that, currently, writing is equivalent to 1.5, reading 0.5, and speaking and listening 1.

On the other hand, the use of ICT plays a fundamental role in the classroom as pupils use a digital book and therefore all of them use a computer. Therefore, in this aspect, the importance of the role of ICT in the classroom would be

emphasised and there would be different digital tools that could be used in the classroom to work on the aspects seen in the English classroom.

5. THE DEVELOPMENT OF THE PROPOSED DIDACTIC UNIT

5.1. Stage, level, title, justification and description

Originally, the didactic unit, which is the unit we are going to be working on, was called *"Changing the world"*. But the proposed title for this teaching unit is: *"The world digievolves"*.

The teaching unit is designed and focused to be worked with students in the first year of compulsory secondary education, i.e. with students with an age range of 12 - 13 years old. In addition, always bearing in mind my internship period, this unit is designed to be worked with the 1st ESO A group, although it can be worked with all the 1st year groups.

The unit deals with achievements, jobs, and particularly the past simple past. At the same time, it also deals with renowned people and the achievements they have made in their lives that have had an impact on the whole world.

Firstly, I wanted to establish this in order to justify the reason for choosing the title of the didactic unit. The title *"The world digievolves"* is the product of inspiration from the 90s animated series Digimon. In Digimon, as well as Pokemon, the main characters are constantly evolving and that is exactly what happens on planet Earth. Throughout history, inventions have emerged and have changed our lives; and they have continued evolving into what they are today. It is for this reason that inventions evolve like Digimon.

Furthermore, by using this reference to the 90s, it is hoped to reach students who, although they were not born in that era, are still Pokemon connoisseurs.

5.2. Transversal elements and justification

As established in the curriculum[5], a series of transversal elements must be developed, and the ones to be covered in this didactic unit are the following:

- Active listening techniques

- Solidarity, tolerance, respect and kindness.

- Assumption of different roles in work teams

- Cooperative work

- Responsibility and efficiency in the resolution of tasks

- Decision-making

- Self-awareness of strengths and weaknesses

- Communication skills

- Valuing mistakes as an opportunity

- Planning, organisational and management strategies

- Use of specific classroom vocabulary

Royal Decree 1105/2014 offers a wide range of transversal elements, but for the elaboration of the didactic unit we have selected these thirteen elements as they are the most suitable to be worked on with our didactic unit and with cooperative learning.

The transversal elements will be dealt in the classroom in different ways. Firstly, and remembering that this project is aimed at working on cooperative learning and,

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[5] Royal Decree 1105/2014, of 26 December, establishing the basic curriculum of Compulsory Secondary Education and the Baccalaureate.

more specifically, with gamification and/or GBL, cooperative work is innately related to this type of learning, so cooperative work will be developed in each session.

Following the line of cooperative work, it should be mentioned that while participants are working in groups it is necessary to work on elements such as solidarity, tolerance and respect, as they have to respect each other when working with others. Likewise, in activities such as the gymkhana, the escape room, EFLpoly or even snakes and ladders, the students must assume different roles in their respective work teams, which will be decided by themselves, as well as make decisions, take the necessary strategies to plan and organise themselves, and be responsible and efficient when it comes to solving the tasks.

Although the teacher will only address the students using the English language, the teenagers will be able to work on active listening, not only in this way, but also through activities such as the listenings in sections *d* and *e* in session 4. Thus, communication skills such as the use of specific classroom vocabulary will be employed at all times as students will have to communicate with each other to make decisions, and this in turn is related to specific classroom vocabulary because they will have to make use of content and words seen in the classroom.

In addition to all these elements, it will also be necessary to know how to identify one's strengths and weaknesses. For this reason, in activities such as the Educaplay (Session 1), the Kahoot (Session 2), or even quizzes (Sessions 1 and 7); it will be necessary to teach them to value mistakes as an opportunity for improvement.

5.3. Competences

As stipulated in Order ECD/65/2015, January 21st, the basic competences of the Spanish education system are seven, and these are:

1) CD - Information Processing and Digital Competence

2) CAA - Learning to Learn Competence

3) CCLI - Linguistic Communication

4) CSC - Social and Civic Competences

5) SIEE - Sense of initiative and entrepreneurship.

6) CEC - Cultural Awareness and Expressions.

7) CMCT - Mathematical competence and basic competences in science and technology.

Firstly, social and civic competence will be presented throughout the 8 sessions, as students are organised in small and heterogeneous groups, it is necessary to cover this competence. For this reason, they will have to be tolerant, respectful and supportive, among other aspects.

In addition, linguistic competence will be developed in all the sessions of the didactic unit, since throughout the 8 sessions the young people will be in constant communication, either orally, such as in the escape room (Session 4), to make decisions, or in EFLPoly (Session 5), or in writing. So, as well as communicating with each other, they will also be able to listen actively as in the blackboard activity in session 2 or the listenings in session 4, as well as apply any grammatical forms or vocabulary in the classroom. Cultural awareness and expression will also be covered throughout the sessions because young people, just as with social competence, need to be respectful of cultural diversity, and value freedom of expression at all times.

On the other hand, digital competence will be dealt with through digital platforms such as Educaplay, Kahoot, Quizziz, Padlet or Menti. With this, students will become familiar with educational platforms. Moreover, with the use of these platforms

young learners can also work on the competence of learning to learn as they can find out what they know and what they don't know.

In addition, Mathematical Competence will be worked on in EFLPoly (Session 5) because, as in any Monopoly, students will receive 100 pounds when passing through the starting square and they will also have to manage it for the purchase of boxes; as well as the possible future constructions of houses and hotels as they are linked to a rent which will have to be paid. With EFLPoly, mathematical competence is worked on at all times because the exchange of money is present throughout the game.

The competence on sense of initiative and entrepreneurship will not be assessed as such, but it will be present as well, as it would be useful to make a comparison of the evolution of the students. Being aware that not all young people have the same initiative when it comes to work, and many of them work better in groups. For this reason, it will be implemented to observe whether young people with less initiative perform better and end up having more initiative than at the beginning when working in groups.

5.4. General stage objectives

The stage on which the work is targeted is the 1st year of Compulsory Secondary Education (ESO), and for this reason, the stage objectives are:

1. Listening and understanding general and specific information from oral texts in a variety of communicative situations, adopting a respectful and cooperative attitude.

2. To express oneself and interact orally in common communicative situations in a comprehensible and appropriate way and with a certain level of autonomy.

3. Reading and understanding diverse texts at an appropriate level to the abilities and interests of the students in order to extract general and specific information, and to use reading as a source of pleasure and personal enrichment.

4. To write simple texts for a variety of purposes on different topics, using appropriate resources of cohesion and coherence.

5. Use correctly the basic phonetic, lexical, structural and functional components of the foreign language in real communication contexts.

6. Developing autonomy in learning, reflecting on one's own learning processes, and transferring knowledge and communication strategies acquired in other languages to the foreign language.

7. To use learning strategies and all available means, including information and communication technologies, to obtain, select and present information orally and in writing.

8. To appreciate the foreign language as a tool for accessing information and as a tool for learning different contents.

9. To appreciate the foreign language and languages in general, as means of communication and understanding between people of different origins, languages and cultures, avoiding any kind of discrimination and linguistic and cultural stereotypes.

10. To show a receptive attitude and self-confidence in the ability to learn and use a foreign language.

5.5. Assessment criteria

For the assessment of the students, it is considered appropriate to use different assessment tools belonging to the formative assessment. Through formative assessment all the knowledge that has been acquired throughout the course can be identified. In addition, this type of evaluation is usually conducted in the mid-term of a course in order to identify the learning that has been achieved over a certain period of time.

The bull's eye as an evaluation tool is a participative, immediate and extremely visual tool, which enables teachers to discover the opinion/evaluation of their pupils on diverse aspects of the projects that have been developed. Firstly, it is necessary to define which criteria related to each project or activity should be evaluated. Once established, the students, either individually or in groups, will bring life and colour into the bull's-eye, taking into account their assessment according to each criterion. In other words, if they completely agree, and therefore the evaluation is positive, they will colour the outermost point of the dartboard green; however, if the evaluation is negative, they will colour the innermost point of the dartboard red.

In addition, at the end of each session, students will have to complete a class diary. The aim of this diary is to keep an individual register in which each pupil can reflect his or her personal experience of the different activities that have been undertaken during the session. Moreover, the class diary is a favourable instrument because it encourages students to self-evaluate and reflect on their learning process.

Teachers, on the other hand, will be following rubrics. A rubric is a double-entry table in which the "scale of achievement" is described with its corresponding indicators, which are usually related to learning objectives, and used to assess a "degree of mastery" of a performance or a task, of a high complexity.

According to Polo (2012) rubrics, therefore, allow standardising assessment according to specific criteria, making grading simpler and more transparent. They also help the learner to understand how the assignments relate to the course content; at the same time they help the teacher.

Rubrics provide a detailed evaluation of which indicator or criterion each student has achieved and to what extent, thus allowing it to be both an evaluative and a learning tool. It is also a tool that allows students to know what is expected of them in each task and activity and at what level of achievement.

These three forms of evaluation will be used at the end of each session, but at the end of the didactic unit a presentation will be used as an evaluation tool, in this case a summative one.

5.6. Underlying didactic objectives

The didactic objectives to be achieved with the elaboration of the present didactic unit are:

- To learn verbs related to achievements and names of professions.

- To read comprehensively and independently a newspaper article.

- To practise the use of Past Simple and object personal pronouns.

- To listen and understand a conversation and a dialogue about a famous person.

- To talk about important people and activities in the past and exchange biographical information.

- To write a biography about a celebrity.

- To identify and produce the pronunciation of past tense verb endings (-ed) /d/, /t/, and /id/.

5.7. Indicators of success

According to the indicators of success that must be taken into consideration when assessing competences, the following indicators have been selected:

1) Oral Comprehension

1ºLE.BL1.1.1. Identifies the essential information in very short, structured oral texts at slow speed, in different media, applying active listening strategies such as listening without interrupting, showing attention, interest and empathy.

1ºLE.BL1.2.2. Detects, in a guided way, the sociocultural and sociolinguistic aspects present in songs, literary texts, monuments and characters, considering diversity and differences in the group from an inclusive perspective as an enriching element.

1ºLE.BL1.3.1 Distinguishes the communicative function in oral texts such as the description of people, objects and places or the narration of habitual actions in present and past tenses, as well as the expression of plans and projects.

1LE.BL1.4.1. Infers, in a guided way, the meaning of new words and expressions in very short oral texts, in different media, with visual support from the context and the co-text.

1LE.BL1.5.1 Discriminates sound, accent, rhythm, and intonation patterns to recognize communicative meanings and intentions in very short, structured oral texts.

2) Written Comprehension

1LE.BL3.1.2. Distinguishes essential information, main ideas and relevant details in texts on topics close to his/her interests in the personal, public and educational domains.

1ºLE.BL3.2.1. Reads aloud very brief, well-structured texts, articulating correctly the words, with the necessary intonation and rhythms to acquire a progressive automatization that facilitates the comprehension of the text.

1ºLE. BL3.3.1. Recognises the social formulas characteristic of everyday relationships that express apologies, thanks, or farewells and the rules of behaviour in invitations and parties.

1ºLE.BL3.4.2. Recognises a limited repertoire of frequently used words and expressions, as well as basic collocations related to the topic.

1BL3.5.1 Infers, in a guided manner, the meaning of new words and expressions in very brief written texts, in different media, with visual support from context and co-text.

3) Oral Production

1ºLE.BL2.1.1. Produces or co-produces, in a guided way, very brief understandable texts, monologic or dialogic, narrative and descriptive, on topics close to his/her interests, in oral voice or recorded in digital audio or video format, although sometimes there are pauses, hesitations and rectifications, using the strategies of oral expression, in the personal, public and educational environments.

1ºLE.BL2.2.1. Incorporates, in a guided way or with the help of models, the social formulas, typical of everyday relationships, to apologize, say goodbye and express gratitude showing inclusive attitudes.

1ºLE.BL2.3.2. Produces or co-produces oral texts using a limited repertoire of frequently used words and expressions as well as basic collocations related to the topic, although making some mistakes and repetitions.

1LE.BL2.4.1 Uses, in a guided manner, linguistic techniques such as paraphrasing and paralinguistic techniques such as maintaining eye or body contact and respectful language.

1LE.BL2.5.1. Produces oral texts, with clear pronunciation, using basic patterns of rhythm, intonation and stress in words and phrases appropriate to the communicative functions of the level, even if the influence of other languages is very evident and affects communicative intent.

4) Written Production

1ºLE.BL4.1.1. Produces or co-produces, with the help of simple models, dictionaries and pre-selected sources, very brief continuous or discontinuous, coherent and structured texts, in different media, although making some grammatical errors, using the strategies of written production.

1ºLE.BL4.2.1. Incorporates, with the help of models, the characteristic social formulas in everyday relationships appropriate for apologising, saying goodbye and expressing gratitude, showing inclusive behaviour.

1ºLE.BL4.3.1. Produces written texts, in a guided manner, such as descriptions of people, objects and places or narration of habitual actions in present and past tenses; of plans and projects, using knowledge of communicative functions.

1ºLE.BL4.4.1. Produces personal, formal and informal correspondence, in a guided manner, in different media on topics related to activities and situations of everyday life in the personal, public and social spheres.

5) Transversal Elements

1ºLE.BL5.1.1. Searches and selects information in diverse digital media, appropriate to the educational level, using filtering strategies and contrasting it in different digital media.

1ºLE.BL5.2.1. Collaborates and communicates to construct a collective product or task of the educational level, filtering and sharing information and digital content and using ICT communication tools, social web services and virtual learning environments.

1ºLE.BL5.3.1. Creates and edits text documents and multimedia presentations with an aesthetic sense, which they include in their own projects and tasks, using desktop applications and applying the different types of licences.

1LE.BL5.4.1. Effectively performs tasks or projects at the educational level, being aware of their strengths and weaknesses.

1LE.BL5.5.1. Plans tasks or projects of the educational level, individual or collective, making a forecast of resources and times adjusted to the proposed objectives, adapting the planning to changes and unforeseen events, transforming difficulties into possibilities.

1ºLE.BL5.6.1. Recognises the studies and professions linked to the knowledge of the area of English of the educational level and identifies the knowledge, skills and competences required.

1LE.BL5.7.1. Assumes, following guidelines and models, different roles effectively and responsibly when participating in work teams to achieve common goals.

1ºLE.BL5.8.2. Expresses orally and in writing their knowledge using correctly the conceptual terminology of the subject of English appropriate to the educational level.

The common assessment system for comprehension, oral and written, production, oral and written, as well as for the transversal elements is the class diary. At the end of each session students will have to complete a class diary in which they will have to reflect on what they have done that day and what they have learnt in that session.

As has been stated in previous sections, the vehicular language of the classroom will be English, at all times. So listening comprehension is relevant at all times.

Firstly, for the escape room listenings included in the session, the teacher will pass out an evaluation rubric and to facilitate the evaluation, instead of numbers they will find emojis. Likewise, the written comprehension of the reading of the Oscars (Session 4) or even the bibliographic puzzle of session 7 will be assessed in the same way, i.e. by means of a rubric.

On the other hand, both oral and written productions will be assessed by the students via bull's eye templates that will be provided to the learners. In this way, they will be able to colour in one way or the other, depending on their own self-learning. The bull's eye will be used in sessions 3, 4 and 7.

The time allowed for students to complete the assessment will be 15 minutes for the evaluation of oral and written comprehension and production. While for the assessment of transversal elements they will have a maximum of 10 minutes. The difference between them is due to the fact that for the transversal elements, they only have to compile the class diary, while for the other four skills they will have to complete the diary and also a rubric or a bull's eye, depending on whether it is comprehension or production.

5.8. Basic, enriched, alternative and individualised knowledge

Nowadays, classrooms have changed the educational paradigm by taking more and more into consideration the diversity that exists in the classroom. However, it should be noted that in order to be able to teach everyone in the same class, the teacher must confront the challenge of restructuring his or her own practice.

Multilevel instruction (Schulz and Turnbull, 1984) is based on the premise that a single lesson should be taught to the whole class. Multilevel instruction is a strategy that promotes the inclusion of all students in the regular classroom and caters for the diversity of the classroom, as it allows each student to find activities according to his or her level of curricular competence, under the development of the same school content.

Multilevel learning is defined by Tomlinson (1999) and Collicot (1991) as: "A way of organising teaching guided by the principles of individualisation or personalisation, flexibility and inclusion of all learners in the classroom whatever their level of ability".

This multilevel learning is not a methodology in itself, but it can be combined with other active methodologies which favour interaction and inclusion, such as, for example, Cooperative Learning or Project Based Learning (PBL).

5.9. Didactic Unit

Chart 13

Basic information of the Didactic Unit.

Didactic Unit 1: *THE WORLD DIGIEVOLVES*
Justification
Throughout history, inventions have emerged and have changed our lives; and they have continued evolving into what they are today. It is for this reason that inventions evolve like Digimon.

Timing
4 sessions per week: Monday to Thursday (Monday from 11:20h to 12:15h pm and Tuesday, Wednesday and Thursday from 12:15h to 13:10h pm.)

Lessons
A total of 8 lessons. (55' each)

Stage Objectives
a), b), c), d), e), f), g), h), i), j), k), l)

Note. This chart displays basic information about the didactic unit including the name of the unit, the rationale for the unit, the timing, the number and length of the lessons, and the stage objectives to be covered.

Chart 14

Key information about the assessment.

	Assessment Criteria	Descriptors	Basic Knowledge (Former Content)	Key Competences	Grading Criteria
1st Block Oral Comprehension	Rubrics Class Diary	1ºLE.BL1.1.1 1ºLE.BL1.2.2 1ºLE.BL1.3.1 1ºLE.BL1.4.1 1ºLE.BL1.5.1	1 2 3 4 5 6 7	CCLI CAA CEC CSC	20%
2nd Block Oral Production	Bull's Eye Class Diary	1ºLE.BL2.1.1 1ºLE.BL2.2.1 1ºLE.BL2.3.2 1LE.BL2.4.1 1LE.BL2.5.1.	1 2 3 4	CCLI CAA SIEE CSC	20%
3rd Block Written Comprehension	Rubrics Class Diary	1ºLE.BL3.1.2 1ºLE.BL3.2.1 1ºLE.BL3.3.1 1ºLE.BL3.4.2 1ºLE.BL3.5.1	1 2 3 4 5 6 7	CCLI CSC CAA	20%
4th Block Written	Bull's Eye	1ºLE.BL4.1.1 1ºLE.BL4.2.1 1ºLE.BL4.3.1	1 2 3 4	CCA CCLI CMCT CSC	

Production	Class Diary	1ºLE.BL4.4.1	5 6	CD	20%
5th Block Transversal Elements	Class Diary	1ºLE.BL5.1.1 1ºLE.BL5.2.1 1ºLE.BL5.3.1 1ºLE.BL5.4.1 1ºLE.BL5.5.1 1ºLE.BL5.6.1 1ºLE.BL5.7.1 1ºLE.BL5.8.2	CCLI SIEE CAA CD	20%

Note. This chart displays the necessary information on the assessment of the 5 blocks of English as a foreign language. In the table can be seen the tools that will be used to assess each block, the descriptors on which the assessment will be based, the grading criteria, the basic knowledge and the competences to be achieved.

Chart 15

Didactic Transposition

Method Selected
Co-operative Learning

Resources
TICS (Kahoot, Quizziz, Quizlet, Educaplay, Wordwall, Menti)
Analogue Games (EFLPoly, Snakes and Ladders)

Description of the Final Task/Project
In the final task the students, in their respective groups, will have to perform a dramatised presentation about the biography of a celebrity.

Note. This chart shows the didactics of the class, focusing on the type of learning and tools that will be used throughout the 8 sessions, as well as the objective of the final task.

Chart 16

Activities

Grouping
In all the activities, students will be organised in groups of maximum 5 members and minimum 4.

LESSON 1: ACHIEVEMENTS!
TASK CYCLE
Act 1 (10'): Video "The achievements of the world" Ex (25'): Quizlet Ex (10') Quizlet Act 2 (10') Arrange the letters

Firstly, the teacher will show a video about achievements of the world. Afterwards, the students will have to complete 2 exercices. Finally, they will have to complete an activity to see what they have learned and "compete" amongst each other.

LESSON 2: LET'S PRONOUNCE!

TASK CYCLE

Act 3 (10'): Video Ex.(25'): Blackboard Act 4 (20'): Kahoot

First, a video will be shown on what the session will consist of. Then, an exercise will be carried out and the session will end with a Kahoot to evaluate what they have learnt.

LESSON 3: GAMING TIME

TASK CYCLE

Act 5 (5'): Riddles Ex. (15'): Table Writing Act 6 (10') Taboo Ex (25') Snakes and ladders

First of all, the teacher will explain the day's session as it is a different session because it is a gymkhana. After the explanation, the students will have to complete a series of exercises and activities to complete all the gymkhana's stages.

LESSON 4: ESCAPE, IF YOU CAN

TASK CYCLE

Ex (10'): Air Writing Act 7 (20'): Reading: Oscars Act 8 (10') Reading Comprehension: Oscars Act 9 (10') Listening Ex (5') Video Listening

At first, the teacher will explain the session of the day as it is a different session because it is an escape room. Then, the students will have to complete a series of exercises and activities that they will find via QRs. At the end, they will have to return to the classroom and the first group to arrive wins.

LESSON 5: TIME TO GET RICH!

TASK CYCLE

Ex (55'): EFLPoly

Before starting the game, the teacher will explain what the game consists of. Then the game will start.

LESSON 6: GUESS WHO

TASK CYCLE

Act 10 (10'): Brainstorming: Jobs Ex (15') By profession: Mole Ex (25'): Guess Who (famous edition as a child)

Initially, there will be a brainstorming session on jobs and professions. This will be

followed by an exercise on the vocabulary of jobs and will end with a dialogue/speaking exercise on a guess who game: celebrity edition, to discover their professions.

LESSON 7: BIOGRAPHICAL FACTS

TASK CYCLE

Act 11 (5'): Quizz Ex (15'): Biographical Puzzle Act 12 (25') Writing a Biography Act 13 (15') Dramatisation

First of all, students will have to take a quiz to practise their knowledge about biographies. Then, they have to complete an exercise, which is a bibliographical puzzle and an activity in which they have to write a biography. At the end, they will have to do a dramatisation about the author whose biography they have written.

LESSON 8: TEST YOUR KNOWLEDGE!

TASK CYCLE

Act 14 (20'): Infography Act 15 (35'): Presentation: A day at the museum

Firstly, the teacher explains that they have to create an infographic about a biography. Then, the students will have to elaborate the infographic, with their respective search for information. Finally, they will make a representation of these works as if they were in a museum.

Note. This chart provides the organisation of the students in groups and the activities that will be undertaken during the 8 lessons.

Chart 17

Adaptations for inclusion

Inclusion - UDL: options for comprehension, different ways of action and expressions, different ways of participation
Reinforcement Exercises
ACT 1. and ACT 3: View the video as many times as necessary
ACT 3 Students with dyslexia won't be penalized for typing errors
ACT 7 Students with dyslexia will not be penalized for writing errors
ACT 12 Students with dyslexia will not be penalized for writing errors

ACT 14	Students with dyslexia will not be penalized for writing errors
FINAL TASK	Participation, intention and willingness will be valued, as it is considered that not all students like to present in public.

Note. This chart displays the adaptations that will be implemented in order to achieve inclusion among all students, both in the activities themselves and in the final task.

Chart 18

Assessment activities and tools (taught curriculum).

Formative Assessment Activities
Activity 4: Kahoot
Activity 8 and 11: Quizziz
Activity 5, 6, 12 and Writing Exercises in Sessions 3 and 4: Bull's Eye
Class Diary - for all activities.
Summative Assessment Activities
Activity 14: Inphography
Activity 15: Presentation
Activity 7, Activity 9, Exercise in Session 7: Rubrics

Note. This chart presents the tools that are going to be used when assessing the students' tasks throughout the didactic unit, dividing them depending on the type of assessment: formative and summative.

6. POSSIBILITIES FOR EDUCATIONAL RESEARCH PROJECTS

At the time of having to search for information on methodologies, authors, and all these aspects of vital importance for the elaboration of this project, there was less information than we expected to find.

It is true that most of the articles we found were related to primary education. Carrasco, Alarcón and Trianes (2015) highlight that cooperative learning is a reality in Spanish classrooms and has an important presence in the primary school stage as it presupposes positive results for students in the social, affective and academic spheres.

Assuming that co-operative learning is beneficial in primary education, it can be deduced that it will also be beneficial in secondary education.

The Spanish education system is adapting and innovating by leaps and bounds, but there is still a lot of work to be done in terms of innovation. It is true that the Spanish education system is becoming more and more innovative, but it is also true that there is still a lot of work to be done.

In this particular case, we have created an innovative didactic unit, comparing it with the didactic unit reflected in the school's annual didactic programme, as there was hardly any mention of innovation. By offering a few hints of options for cooperative classroom work, while playing and learning at the same time, we have created an innovative didactic unit.

However, we believe that further research into cooperative learning in secondary education is necessary, and for this reason, we open up an opportunity for future research.

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8. APPENDICES

8.1. Appendix 1: Activities and Exercices

Figure 5

The Oscars Gala: Reading

Actor Will Smith has apologized to comedian Chris Rock for hitting him at the Academy Awards show on Sunday. Mr Smith shocked the audience when he walked onto the stage and slapped Mr Rock around the face. Rock was presenting the Oscars ceremony. He made a "joke" about Smith's wife, Jada Pinkett Smith. The joke was about Ms Smith appearing in an imaginary movie in which the star has no hair. Ms Smith suffers from a hair loss condition called alopecia. This causes many women a lot of stress and a lack of confidence. In Mr Smith's apology, he said: "Jokes at my expense are a part of the job, but a joke about Jada's medical condition was too much for me to bear, and I reacted emotionally."

Forty minutes after the on-stage slapping incident, Will Smith won the Oscar for Best Actor for his role in the movie "King Richard". In the movie, he played the part of the father of tennis superstars Serena and Venus Williams. In his acceptance speech, Mr Smith apologized to the Academy, the attendees at the show and everyone watching around the world, but not to Mr Rock. That apology came a day later. Smith said: "I would like to publicly apologize to you, Chris. I was out of line and I was wrong. I am embarrassed and my actions were not [a sign of] the man I want to be. There is no place for violence in a world of love and kindness." The Academy said it is "investigating" the incident.

Note. Breaking News English (n.d.) *Will Smith apologizes to Chris Rock after Oscars slap.* [Photograph]. BreakingNewsEnglish. https://breakingnewsenglish.com/2203/220331-will-smith-apology.html

Figure 6

Achievement-related verbs flashcards
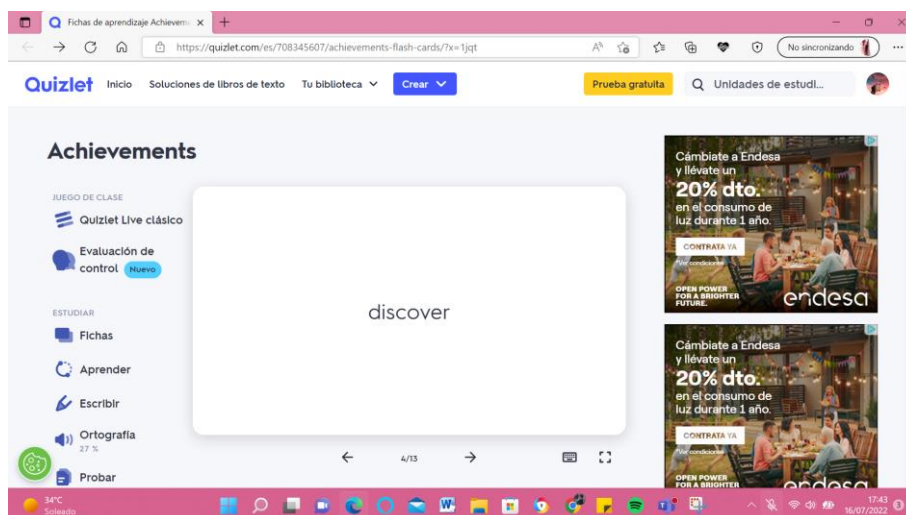
Note. Own Elaboration. (2022). *Achievement-related verbs flashcards.* [Photograph]. Quizlet. https://quizlet.com/es/708345607/achievements-flash-cards/?x=1jqt

Figure 7

Arrange the letters: Achievement-related verbs
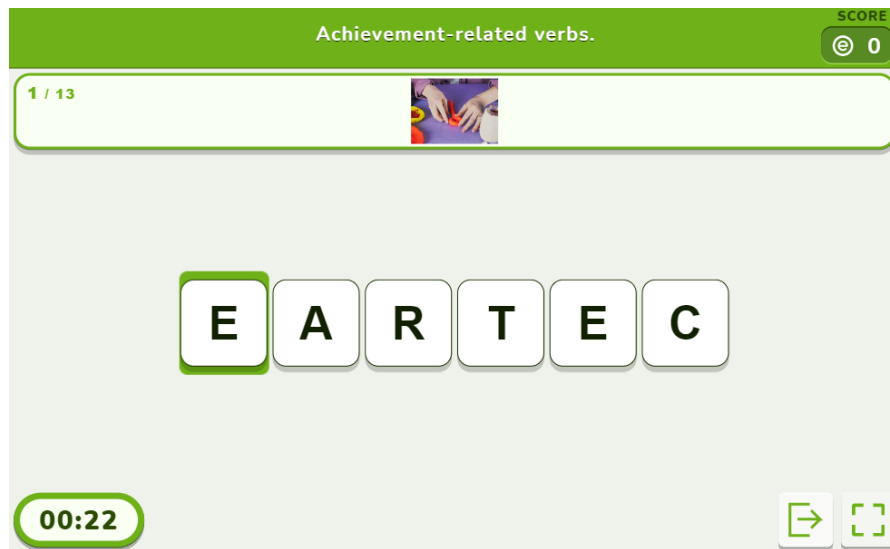
Note. Own Elaboration (2022a). *Achievement-related verbs.* [Photograph]. Educaplay.
https://es.educaplay.com/recursos-educativos/12377494-
achievement_related_verbs.html

Figure 8

EFLPoly

Note. Own Elaboration. (2022b) *EFLPoly* [Photograph].

Figure 9

Hit the Moles: Jobs
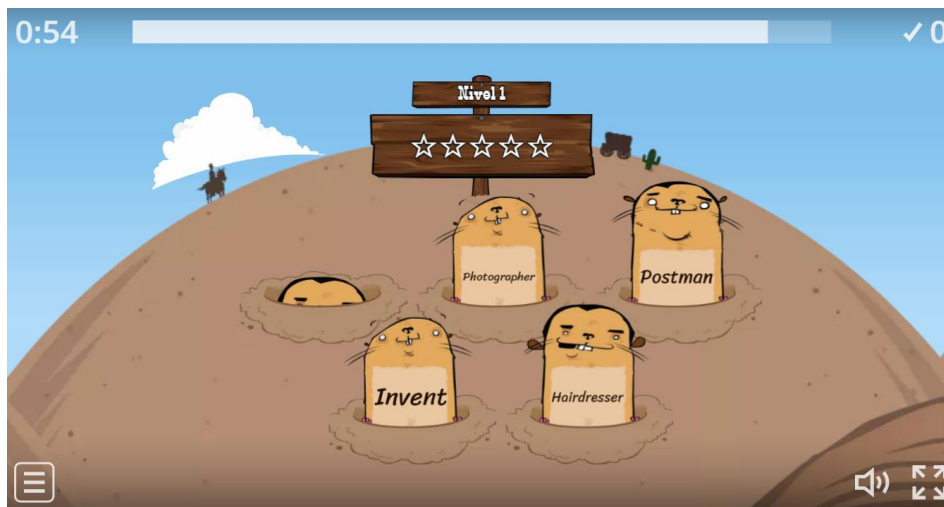
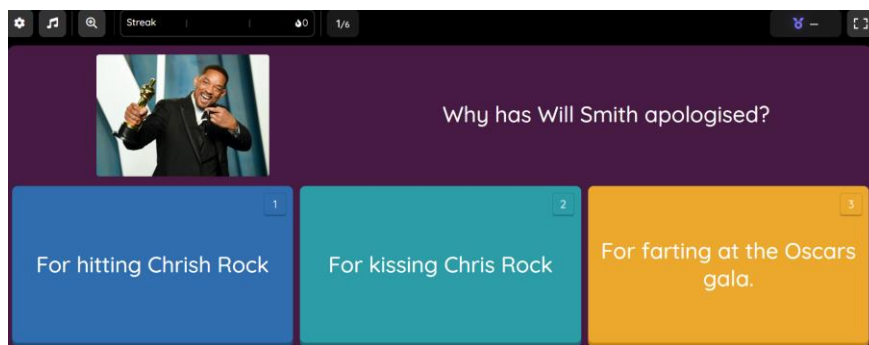*Note.* Own Elaboration (2022c) *Jobs*. [Photograph]. Wordwall. https://wordwall.net/es/resource/33547908/jobs

Figure 10

Biography Quizz
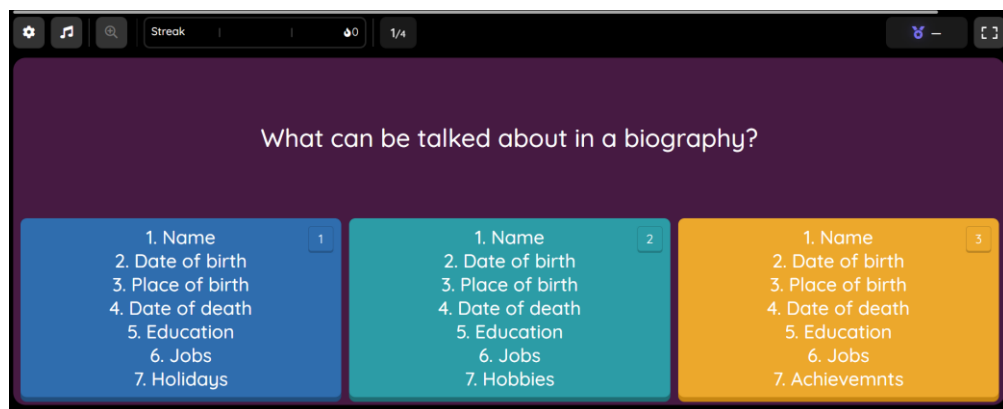
Note. Own Elaboration (2022d). *Quizizz - Biography.* [Photograph]. Quizziz. https://quizizz.com/admin/quiz/62aeed6d9e9e43001f0307ba/biography

Figure 11

Reading: Oscars - Quizz

Note. Own Elaboration (2022e). *Quizziz - Reading Activity*. [Photograph]. Quizziz. https://quizizz.com/join/quiz/62af524d252060001e36e647/start?studentShare=true

Figure 12

Video Quizz Mr. Indifferent

Note. Own Elaboration (2022f). *Video Quiz: Mr. Indifferent.* [Photograph]. Educaplay. https://es.educaplay.com/recursos-educativos/12378526-mr_indifferent.html

Figure 13

What profession do you know?

Note. Own Elaboration (2022g). *What profession do you know?* [Photograph]. Wordcloud. Mentimeter. https://www.menti.com/wi8djqoy76

Figure 14

-ED Sounds

Note. Sue's Strategies. (2018). *Episode 18: The Suffix ED Makes 3 Sounds*. [Photograph]. YouTube. https://www.youtube.com/watch?v=Dsd0eFgU0m8

Figure 15

Listening

Note. Teach English Step by Step. (2020). *LISTENING 1 - JOBS*. [Photograph]. YouTube. https://www.youtube.com/watch?v=8jKLbR3-s04

8.2. Appendix 2: Assessment Tools

Figure 16

Bull's Eye: Written Comprehension
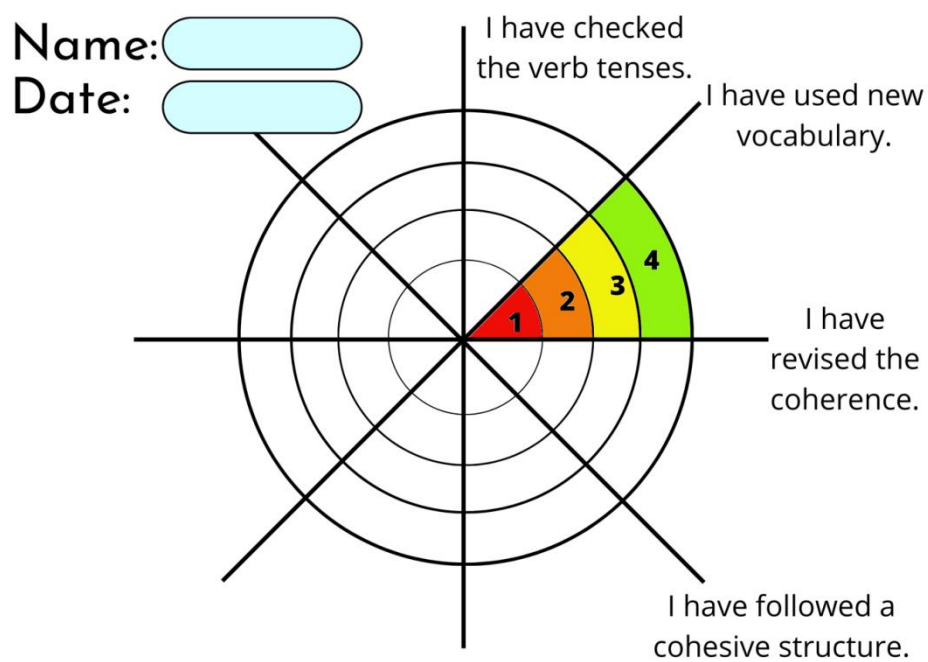
Note. Own Elaboration (2022) *Bull's Eye: Written Production* [Photograph]

Chart 19

Oral comprehension assessment rubric.

ORAL COMPREHENSION	🙁	🙁	😐	🙂	😀
1°LE.BL1.1.1. I identify the essential information in **very short, structured oral texts at slow speed**, in different media, applying active listening strategies such as listening without interrupting, showing attention, interest and empathy.					
1°LE.BL1.2.2. I detect, **in a guided way**, the sociocultural and sociolinguistic aspects present in **songs, literary texts, monuments and characters,** considering diversity and differences in the group from an inclusive perspective as an enriching element.					
1°LE.BL1.3.1 I distinguish the communicative function in oral texts such as the **description of people, objects and places or the narration of habitual**					

actions in present and past tenses, as well as the expression of plans and projects.					
1LE.BL1.4.1. I infer, **in a guided way**, the meaning of new words and expressions in **very short oral texts**, in different media, with visual support from the context and the co-text.					
1LE.BL1.5.1 I discriminate sound, accent, rhythm, and intonation patterns to recognize communicative meanings and intentions in **very short**, structured oral texts.					

Note. Own Elaboration (2022a) *Oral Comprehension Rubrics* [Chart]

Chart 20

Written comprehension assessment rubric.

WRITTEN COMPREHENSION	😠	🙁	😐	🙂	😀
1LE.BL3.1.2. I distinguish essential information, main ideas and relevant details in texts on **topics close to his/her interests in the personal, public and**					

educational domains.					
1°LE.BL3.2.1. I read aloud **very brief**, well-structured texts, articulating correctly the words, with the necessary intonation and rhythms to acquire **a progressive automatization** that facilitates the comprehension of the text.					
1°LE.BL3.3.1. I recognise the social formulas characteristic of everyday relationships that express **apologies, thanks, or farewells and the rules of behaviour in invitations and parties.**					
1°LE.BL3.4.2. I recognise **a limited** repertoire of **frequently** used words and expressions, as well as **basic** collocations related to the topic.					
1BL3.5.1 I infer, **in a guided manner**, the meaning of new words and					

expressions in **very brief** written texts, in different media, with visual support from context and co-text.					

Note. Own Elaboration (2022b) *Written Comprehension Rubrics* [Chart]