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The importance of technology in the learning of English through PBL for the 3rd year of Compulsory Secondary Education (CSE)

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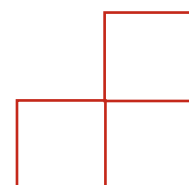
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Abstract

Globalization has had a profound impact on the educational system, creating the need to incorporate new technologies and the recognition of English as a *lingua franca*. The traditional education system focusing on memorization is no longer sufficient, as the modern world demands skills like communication, critical thinking, problem-solving, and collaboration. New technologies offer numerous benefits, including access to information, exposure to different cultures, and enhanced language skills. Teachers must adapt their strategies to include technology and prioritize English as a communicative tool. This paper examines the legal framework of the educational system in Spain, specifically the European Educational Framework, National Educational Laws, and Autonomous Communities. The contextualization focuses on a specific school, Luther King La Laguna, in the Canary Islands, which provides a bilingual education with an emphasis on English from an early age. The objectives of the educational project encompass the development of various skills and competencies, including citizenship, discipline, language proficiency, and technological proficiency. The attention to diversity program at the school ensures that all students have equal opportunities for learning and development. The specific objectives for the teaching of English in the Canary Islands are outlined, emphasizing listening, speaking, reading, and writing skills, as well as cultural understanding and integration. Overall, this paper highlights the need to adapt education to the demands of a globalized world and utilize new technologies to provide students with the necessary skills for success.

Keywords: English language, new technologies, globalization, Project-Based Learning (PBL), problem solving.

Resumen

La globalización ha tenido un profundo impacto en el sistema educativo, creando la necesidad de incorporar nuevas tecnologías y el reconocimiento del inglés como *lingua franca*. El enfoque tradicional de memorización en la educación ya no es suficiente, ya que el mundo moderno demanda habilidades como la comunicación, el pensamiento crítico, la resolución de problemas y la colaboración. Las nuevas tecnologías ofrecen numerosos beneficios, como el acceso a información, la exposición a diferentes culturas y el desarrollo de habilidades lingüísticas. Los docentes deben adaptar sus estrategias para incluir la tecnología y priorizar el inglés como herramienta de comunicación. Este trabajo examina el marco legal del sistema educativo en España, específicamente el Marco Europeo de Educación, las leyes educativas nacionales y las comunidades autónomas. La contextualización se centra en un colegio específico, Luther King La Laguna, en las Islas Canarias, que ofrece una educación bilingüe con énfasis en el inglés desde temprana edad. Los objetivos del proyecto educativo abarcan el desarrollo de diversas habilidades y competencias, incluyendo ciudadanía, disciplina, competencia lingüística y competencia tecnológica. El programa de atención a la diversidad en el colegio garantiza que todos los estudiantes tengan las mismas oportunidades de aprendizaje y desarrollo. Se describen los objetivos específicos para la enseñanza del inglés en las Islas Canarias, destacando habilidades de escucha, habla, lectura y escritura, así como comprensión e integración cultural. En general, este trabajo resalta la necesidad de adaptar la educación a las demandas de un mundo globalizado y utilizar nuevas tecnologías para brindar a los estudiantes las habilidades necesarias para el éxito.

Palabras clave: lengua inglesa, nuevas tecnologías, globalización, aprendizaje basado en proyectos (PBL), resolución de problemas.

1. Introduction and justification

Globalization has had a significant impact on the educational system, particularly with the use of new technologies in the classrooms. The rapid development of technology and communication has created a globalized world where the exchange of ideas, cultures, and languages has become easier. According to Ngatu and Basikin (2019), "the use of the terminology of English as *Lingua Franca* (ELF) has become popular among countries. It appears after English is known and used as global language" (p. 81). This idea and this reality have resulted in an increased need to apply English as a *lingua franca* in the educational system, as English itself has become important in other aspects of societies society whose native language is not English. The importance of English, therefore, cannot be ignored or denied. It has become the universal language of communication in a variety of fields, such as business, science, and technology. In fact, the English language has become so predominant that it is estimated that there are more non-native speakers of English than native speakers.

Moreover, the impact of globalization has brought the need for a new kind of education system able to fulfil the demands of the modern world. The traditional education system that focuses on teaching facts and memorization is no longer sufficient. Instead, the education system must adapt to the technological age and focus on teaching skills that will be useful in this modern world. According to Abdurakhmonova et al. (2021), education today, much like any other field of human activity, is widely characterized by the presence of integrated and specialized information systems and technologies. The authors emphasize the increasing demand for the effective use of these systems and technologies (p. 385). These essential skills include communication, critical thinking, problem-solving, and collaboration.

In this context, the use of new technologies in schools is becoming a need. New technologies such as online resources, multimedia, and digital tools offer teachers and students a completely new world of possibilities. One of the most significant benefits of using technology in the classroom is the ability to connect with many different cultures from other parts of the world, exposing them to different perspectives. This not only enriches their language skills but also broadens their intercultural awareness, which is crucial in a globalized world. In this context, the English language plays a crucial role as a *lingua franca* in the educational system.

Basiri (2022) suggests that "to stay relevant in the new world of remote working and other workforce changes, it's important to look at how emerging labor market trends will impact education and innovation" (parr. 17). Therefore, teachers must adapt to the new demands of the globalized world and incorporate new technologies into their teaching strategies. They must also focus on teaching English as a communicative tool, rather than just as a subject to be memorized. This requires a shift in the traditional teaching methods towards a model based on having the students as the protagonists of this educational process.

In conclusion, globalization has had a significant impact on the educational system, which has resulted in the increased importance of the English language as a lingua franca. The use of new technologies in the educational field offers access to information that had been out of range for so many years, prior to the implementation of technology in our daily lives. This can enrich the learning experience and make it more interesting and interactive to the students. Furthermore, teachers must adapt to the demands of this globalized world and incorporate new technologies into their teaching strategies to provide students with the necessary skills to become successful in their future.

2. Legal framework

For the understanding of this project, it must be taken into consideration the legal framework that stablishes the educational programs, laws, etc. The important levels of the current legislation could be set into three groups. These are:

2.1 European level

In the European context, the legal framework for Secondary Education and Baccalaureate is governed by the guidelines established in the Common European Framework of Reference for Languages (CEFR). The CEFR provides a common basis for the teaching, learning, and assessment of foreign languages in Europe. Regarding the learning of English, the CEFR establishes levels of linguistic competence, from A1 (basic level) to C2 (advanced level), and describes the skills and knowledge necessary for each level.

In the European framework, the teaching of English in Secondary Education and Baccalaureate has the main objective of developing students' communicative competence in the English language. The aim is for students to acquire the necessary skills to effectively communicate in everyday and academic situations. Additionally, there is an emphasis on the development of listening, speaking, reading, and writing skills. The goal is for students to achieve a level of linguistic competence in accordance with the standards set by the Common European Framework of Reference for Languages (CEFR). Moreover, another really important modification of the CEFR states that:

> With its communicative language activities and strategies, the CEFR replaces the traditional model of the four skills (listening, speaking, reading, writing), which has increasingly proved inadequate to capture the complex reality of communication.

Moreover, organisation by the four skills does not lend itself to any consideration of purpose or macro-function. The organisation proposed by the CEFR is closer to real-life language use, which is grounded in interaction in which meaning is co-constructed. Activities are presented under four modes of communication: reception, production, interaction and mediation. (Companion Volume, 2018, p. 30)

This updated CEFR will be also taken into consideration as part of the framework of this didactic programme.

2.2 National level

At the national level, in Spain, the legislation that regulates Secondary Education and Baccalaureate, including the learning of English, is established in the Organic Law 2/2006, of May 3, on Education (LOE), modified by the Organic Law 8/2013, of December 9, for the Improvement of Educational Quality (LOMCE), and currently replaced by the Organic Law 3/2020, of December 29, which modifies the Organic Law 2/2006, of May 3, on Education (LOMLOE). These laws establish the content and assessment criteria for the learning of English in different educational stages.

Also, Royal Decree 217/2022 of minimum education for Compulsory Secondary Education. This decree focuses on the adaptation of the educational system to the main challenges and goals that this XXI century offers.

At this level, the teaching of English in Secondary Education and Baccalaureate aims to develop students' linguistic competence, their knowledge of Anglo-Saxon culture, and awareness of the importance of English as an international language in today's society.

2.3 Regional level

The Organic Law of Education (LOE): This law establishes the general framework for education in Spain and sets out the basic principles that should govern education in all autonomous communities, including the Canary Islands.

The Education Law of the Canary Islands (LEC): This regulation establishes the foundations for the educational system in the autonomous community of the Canary Islands. The LEC regulates the rights and duties of students, teaching staff, and educational centers in the Canary Islands.

Decree 83/2016, of July 4, which establishes the organization and curriculum of Compulsory Secondary Education in the Canary Islands: This decree sets out the objectives, content, evaluation criteria and learning standards for English in compulsory secondary education in the Canary Islands.

Order of July 26th, 2010, which regulates the organization and operation of public and private educational centers in the Canary Islands: This order establishes the rules for the organization and operation of educational centers in the Canary Islands.

Decree 30/2023, of March 16th, establishing the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands.

In the context of the Canary Islands, the teaching of English in Secondary Education and Baccalaureate aims to develop students' acquisition of specific vocabulary related to relevant topics. The reflection on cultural aspects of English-speaking countries is also encouraged.

It is important to note that specific objectives and approaches may vary within each autonomous community in Spain, according to the particularities and needs of each region.

3. Contextualisation

The development of this didactic unit is intended to a third year of Compulsory Secondary Education (CSE) group at the Luther King La Laguna school, belonging to the island of Tenerife, in the Autonomous Community of the Canary Islands.

3.1 The school

The school Luther King La Laguna, found in 1971, is a private school situated in Tenerife, Canary Islands, and it is known for its commitment to provide quality education to its students. The school adopted its name in honour of Martin Luther King Jr., the civil rights leader. His legacy of fighting for peace, equality and justice has served as an inspiration to the educational community of the school. By choosing his name, the school strives to instil the values of respect, tolerance, equality, and social responsibility that Martin Luther King Jr. sought throughout his lifetime. This name reflects the school's commitment to educating students in core values and cultivating a more just and equitable society. The geographical location of this school if well-known for its youthful population, since it is the area in which the University of La Laguna is located. This, over time, has promoted the creation of a young environment plenty of educated people, belonging to wealthy families with a high cultural level.

It could be said, therefore, that most of the students who attend this educational centre belong to a high social class with a good academic background and high incomes.

This school offers education from pre-school to high school, with a focus on providing a bilingual education in Spanish and English. The centre not only follows the Spanish national curriculum but also incorporates elements of the British educational system, giving emphasis on the acquisition of language skills with English being taught as a second language from an early age.

The school also offers a wide number of extracurricular activities including sports, music or theatre, among many others, which are intended to help students increase their capacities and develop interests outside of the classroom. Therefore, Luther King La Laguna provides a dynamic and supportive educational ambience designed to help students achieve their full potential and prepare them for the challenges of higher education and the professional world.

In terms of facilities, Luther King La Laguna is equipped with modern classrooms equipped with smart TVs, wi-fi connection and iPads both for teachers and students, laboratories, a workshop for technical drawing, a swimming pool, two parks for pre-scholar and elementary students, a computer room equipped with computers for students, projectors and touch screens, a cafeteria, a bookstore, a stationery store, a library, a basketball and football court, an athletics track, a room for psychomotor activities, and others.

3.2 Educational project

The school offers a multilingual education, with bilingual education in English and Spanish from an early age, and teaching of French, German at primary levels. The school participates in the CLIL program, provides language level certification, and has a language support program. The English language department meets weekly to discuss issues and organizes extra activities. The school also has a counselling team that provides advice on tutorial action plans, works on social skills and self-esteem, evaluates and promotes students, favors educational inclusion and attention

to diversity, and responds to educational needs. The school integrates new technologies in the classrooms, with smart TVs and electronic tablets provided for all students and teachers.

CLIL stands for Content and Language Integrated Learning, which is an educational approach where the teaching of a subject is done through a foreign language. In this approach, students learn both the subject content and the foreign language simultaneously. For example, students may learn science or history in a language other than their native language, such as learning about photosynthesis in English. The aim of CLIL is to develop language proficiency while also learning about a subject, and it is used in schools and educational institutions around the world.

Luther King La Laguna school integrates new technologies in the classrooms, with smart TVs and electronic tablets provided for all students and teachers. The classrooms are equipped with smart TVs, which can be used to display educational content, multimedia resources, and interactive activities to facilitate learning. Students and teachers are also equipped with electronic tablets, which can be used to access digital textbooks, educational apps, and online resources. This technology allows for more engaging and interactive learning experiences, where students can access a variety of multimedia resources and collaborate on projects using digital tools. Additionally, the use of technology in the classrooms can help to improve communication between teachers and students, and it can also facilitate the assessment and feedback process.

3.3 The students

Regarding the students, the Luther King School in La Laguna is home to a wide and diverse student community, ranging from early childhood education to high school. The number of students varies each year, but on average, the school accommodates around 1600 students, creating an enriching and dynamic educational environment.

The student body of Luther King School is characterized by its diversity and plurality, both in terms of socio-cultural backgrounds and individual abilities and talents. In this school there are students of Spanish, Chinese, Japanese, Indian, Russian, English and German nationality. This occurs due to the geographical location of the school, the Canary Islands, and its multicultural characteristic that represents the culture of the islands, providing schools like this one with very rich multicultural spaces. The school values inclusion and diversity, providing equal opportunities and adapting teaching methods to meet the individual needs of each student. The level of English

As for the level of the students of the group-class, and taking into account what is established according to the CEFR, it is considered that the students have in the exit profile the B1 level in this particular school, since the educational center has a bilingualism program. It is true that this level may be increased in successive years as advances in the educational level.

3.4 Attention to diversity plan of the school

The Attention to Diversity program of Luther King La Laguna school is a program that aims to provide support to students with different learning needs and backgrounds. The program focuses on promoting educational inclusion and addressing the educational needs of all students. The program is implemented through the work of the school's counselling team, who work with students, teachers, parents, and social workers to provide support and guidance.

The program includes a range of activities and interventions to address the diverse needs of students, such as social skills programs, self-esteem development, and tutorial action plans. The program also focuses on evaluating and promoting students, and providing language support to students who have difficulty following subjects.

The program seeks to ensure that all students have access to the same opportunities for learning and development, regardless of their backgrounds or learning needs. By addressing the diverse needs of students and promoting educational inclusion, the Attention to Diversity program helps to create a positive learning environment where all students can thrive.

4. Reflexive analysis and critical assessment of the didactic programming of the department

4.1 Sequence of contents, competences and assessment

In the didactic programming for the English department of Luther King La Laguna, a reflective analysis of the curricular concretion is carried out. The curricular concretion implies the elaboration of a list of objectives, evaluation criteria, contents, learning standards and key competences that will be addressed in the subject, together with the corresponding temporal distribution, according to article 4 of decree 30/2023 by which the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands is established. In this sense, the programming begins by establishing all the objectives established in the current regulations, LOMLOE, which regulates the curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands.

In relation to the temporal distribution of the contents, interdisciplinary projects are planned that will be carried out throughout the course, associated with the contents and key competences of the curriculum. These projects will allow students to acquire the essential competences of the stage, although it is worth mentioning that there is no variety in terms of the use of active methodologies, an important aspect that the LOMLOE emphasizes.

First, an appropriate order is established for the contents, starting with specific topics related to English until the middle of the second quarter. Subsequently, other aspects of the language are worked on until the end of the course, which facilitates more effective learning, since some fundamental concepts, such as vocabulary and grammar, are previously explored in the second term. This sequencing allows a better understanding and application of knowledge in real-life situations. However, in programming there is no explicit mention or use, of operational descriptors, between these contents and the key and specific competences and basic knowledge.

Secondly, it is important to mention that the different learning situations, their names or the specific teaching and assessment methodology that will be used in each unit are not specified. This indicates the need for greater planning and clarity regarding the pedagogical strategies and evaluation instruments to be implemented in each teaching unit. Likewise, it is suggested to carry out a self-evaluation at the end of the course to evaluate the fulfilment of the program and make the necessary adjustments.

Thirdly, it is recognized, under article 28 of decree 30/2023, the importance of adapting the organization of the contents in case of unforeseen events or specific situations that may arise during the course. Lesson programming should provide for the flexibility to address any changes or adjustments necessary to ensure effective and meaningful learning for all students.

4.2 Analysis of the attention to diversity section

The programme proposes a wide range of curricular measures and adaptations to meet the special needs of students, in line with the guidelines of the Canary Islands government. However, it is critical to recognize that attention to diversity is not limited to students with special needs, but must encompass all students. Therefore, it is advisable to expand curricular measures and

adaptations to address the diverse learning needs of all students, taking into account aspects such as learning styles and rhythms, as well as the cultural diversity present in the center.

Within the annual didactic program of my center, it is established that those students who present Specific Educational Support Needs (NEAE), and who have a psych pedagogical report issued by the Department of Guidance, will be able to access significant curricular adaptations. According to subsection 1 of article 28 of Decree 30/2023:

> The schooling of students who have a specific need for educational support (NEAE) will be governed by the principles of normalization and inclusion, and will ensure their non-discrimination and effective equality in access and permanence in the education system, and measures to make the different educational stages more flexible may be introduced when deemed necessary (p. 29).

These adaptations will consist of the elimination of non-essential content and/or general stage objectives that are not considered fundamental, as well as the adequacy of the corresponding evaluation and qualification criteria. In this sense, the teachers in charge of the English subject will be responsible for developing and applying these curricular adaptations, with the collaboration of specialized teachers.

The didactic programming of the center establishes the necessary measures to guarantee a personalized attention to the students with NEAE, seeking their full inclusion in the educational process. The aim is to provide them with the necessary adaptations so that they can actively participate in English classes, adjusting the content and evaluation criteria to their individual needs. To this end, collaboration between the teaching staff of the subject and specialists will be promoted, promoting a pedagogical approach based on diversity and equal opportunities.

In relation to ethical values and diversity, the LOMLOE highlights the importance of emotional and values education, including gender equality as a fundamental pillar of democracy. According to the LOMLOE (2020), "special attention will also be paid to emotional education and values, including equality between men and women as a pillar of democracy" (p. 6) Although some activities are carried out to promote equality and multiculturalism, such as the open day focused on the languages taught at the center, there is no mention of formal or recreational actions related to Women's Day. To fully comply with the principles established by the LOMLOE, it would be advisable to implement specific activities that promote gender equality and sensitize students about the rights and importance of equality in all areas of society.

It is also important to highlight the promotion of interculturality, empathy and respect in programming, considering the cultural diversity of students. However, it is suggested that teachers adapt even more to this cultural diversity in order to prevent possible situations of violence, whether physical, verbal or emotional, between students from different cultures. This involves developing strategies and activities that foster inclusion, mutual respect and peaceful coexistence, ensuring that all students feel valued and respected in the school environment.

With regard to the objectives, the promotion of democratic values to encourage active participation in a society governed by plural, solidary and equitable principles is superficially mentioned. However, in order to fully comply with the principles established by the LOMLOE, it is suggested to develop this section more exhaustively, focusing on the inclusion of the different cultures present in the school. This implies promoting intercultural dialogue, valuing diversity and the peaceful resolution of conflicts, avoiding any form of violence or discrimination.

4.3 Analysis of the description of the didactic methodology

In the annual didactic program of the center for the course of 3º of Compulsory Secondary Education (CSE), the guidelines established by the LOMLOE must be taken into account. It is essential to adapt the methodology used to comply with the new regulations and provide an effective teaching-learning process according to the needs of students.

The teaching methodology of the center is based on two fundamental pillars: direct observation in the classroom and outside it, and the analysis of the available documentation for the evaluation of this work. For example: didactic programming. During the internship, the tutor, the students, the management team and the rest of the teachers of the school have been carefully observed. This observation has allowed us to understand how students learn and what they need to achieve their educational goals effectively. In addition, an exhaustive analysis of different aspects related to the regulatory framework has been carried out, evaluating what is the best way to teach students and how teachers should perform to provide quality education, considering the specific context of the process.

From these observations and analysis, conclusions have been drawn and ideas have been generated to improve the educational system, the methodology used and the results obtained by students. It is important to bear in mind that, as part of the elaboration of this didactic program and during the practices, meetings have been held with the teachers to receive guidance and facilitate the work. These meetings, both individual and group, have been very useful to clarify doubts and address the challenges that arise in this process.

It is essential that this didactic programming reflects a transition in the methodology used, moving away from traditional approaches such as "Presentation, Practice, and Production" (PPP). The LOMLOE promotes active methodologies that encourage student participation and autonomy.

It seeks a greater integration of students in real learning situations, related to their daily lives and their work environment. This idea is also portraited in the Decree 30/2023 which mentions:

> It is worth recommending active and contextualized methodologies that facilitate the participation and involvement of students, through cooperative learning and through projects in which the role of students is autonomous and conscious, thereby developing responsibility in their own learning process in whoever looks for the error, reflects, presents solutions and debates with his colleagues in an environment of parity and empathy (pp. 123, 124)

Therefore, it is necessary to implement methodologies such as project-based learning (PBL), cooperative learning (CL) or gamification, which encourage collaboration, creativity and problem solving. In addition, the autonomy of the student must be promoted, providing spaces for decision-making, research and the construction of their own knowledge. This implies including research activities, individual and group projects, and using technological resources that facilitate access to relevant and updated information.

In summary, the didactic programming of this center for 3rd of ESO must adapt to the new regulations established by the LOMLOE. This improvement in methodology will contribute to an education more in line with current needs and demands, preparing students to face the challenges of the XXI century.

4.4 Analysis of the procedure and evaluation instruments

Evaluation in didactic programming is governed by the characteristics established in national (LOMLOE) and regional legislation (Decree 30/2023), which emphasize continuous,

formative, integrative and differentiated evaluation. However, it is important to note that the differentiation only applies to the baccalaureate level.

In terms of types of evaluation, three are mentioned in the programming, with a special focus on the initial evaluation. This assessment is used to obtain information about the starting point of the students and thus adapt the teaching process to their specific needs. However, it is observed that formative assessment, although mentioned in the programming, is not implemented effectively in the classroom, except on some specific occasions.

The proposal to include the self-assessment was positive, but the specific resources to be used to carry it out were not specified. It seems to rely mainly on textbook material, adapting it to learners' needs, but without offering additional alternatives or tools.

The programming does not describe the evaluation criteria associated with the competences, despite mentioning that there are 12 competences. However, the evaluation instruments are divided into subgroups that could be related to the indications of the law. It is important to note that the assessment scheme closely resembles that established in the LOMCE, focusing on listening, speaking, reading and writing skills.

A positive aspect is the inclusion of direct observation in the classroom, in line with formative assessment. This allows the teacher to obtain accurate information about student progress and make adjustments to the teaching process.

The programming proposes activities for each competency or criterion, which is aligned with approaches such as "Presentation, Practice, and Production" (PPP) or some indication of active methodology. This gives students the opportunity to apply their knowledge and skills in real contexts.

However, there is a lack of information on the weighting or weight of each criterion in the final grade. This could lead to a lack of clarity about the relative importance of each aspect assessed and affect objectivity in student grading. It would be advisable to include this information to provide a more transparent and consistent assessment.

4.5 Considerations and proposals for improvement

The didactic programming has been designed considering the guidelines established by the educational legislation. Positive aspects are highlighted, such as the inclusion of objectives aligned with the required competences and the use of evaluation tools that include self-assessment and training elements. Differentiated groups are implemented to address diversity, with clear objectives, methodology and evaluation, and the participation of teachers specialized in the subject. However, areas for improvement are identified. There is a lack of conformity in the formulation of the objectives and the absence of description of evaluation criteria associated with the competences. Despite having technological devices, there is evidence of a low use of ICT. The resources are limited to the exclusive use of the digital book, and there is a lack of implementation of active methodologies in the teaching process.

The diversity of students and the availability of a large department with multiple faculties. There is scope to improve assessment tools and adapt them to active methodologies. The opportunity to adapt the pace of learning to the needs of students is highlighted, and the multiculturalism of the student population offers the possibility of promoting values such as respect, empathy and equality. However, challenges and threats are also identified. The lack of motivation of students due to social pressure to obtain high grades, as well as the presence of large groups, hinder the teaching and learning process. The constant changes in educational regulation generate difficulties in the planning and implementation of programming. In addition, the

economic bias in the population limits the inclusion of diverse socioeconomic profiles. There is resistance on the part of some teachers towards changes in regulations, methodologies and special educational needs. The predominance of the PPP methodology limits the promotion of values such as autonomy, responsibility, critical thinking and democratic citizenship.

Table 1

Strengths, Weaknesses, Opportunities and Threats (SWOT)

STRENGTHS	WEAKNESSES
- Include objectives that align with the general and specific competencies of the curriculum as required by LOMLOE. - Use assessment tools that include self-assessment and aspects of formative assessment such as the use of rubrics, collaborative work, or classroom observation. - Implement differentiated groups in secondary education as measures to address diversity, with clear objectives, methodology, and evaluation, including specialized teachers in the subject. - Implement excellent measures to address diversity, with specific and detailed areas that cater to different needs. - Ensure that students have access to electronic devices that allow them to access the internet and make good use of ICT (Information and Communication Technologies). - In the English class, students are divided to teach the lesson, with co-teaching being performed by teachers to ensure that the group in differentiated instruction acquires communicative skills.	- Although the objectives are basically in line with the provisions of Decree 30/2023, they do not conform in form to what is stated in the LOMLOE. Likewise, the evaluation criteria for each specific competence and the associated descriptors are not described. - There is hardly any use of ICTs despite having devices and capacity to do so.Students are multicultural and it can be difficult to teach a second language to students with such different and complex and sometimes contrary contexts. - The resources are extremely limited, since only the digital book is used in the development of the classes.There is hardly any presence of active methodologies in the teaching process of students.
OPPORTUNITIES	THREATS
- A wide variety of students to teach. - A large department with many teachers. - Improvement of evaluation instruments to adapt them to possible active methodologies that can be implemented. - Avoid focusing on finishing the textbook, but rather adapt to the students' learning pace. - With a fully multicultural student body, teaching becomes an excellent opportunity to promote values such as respect, empathy, equality, among others.	- Lack of motivation of students who are tired by the high pressure they receive from different parts of society to be the best and get the best grades. - Groups of students of up to 30 students that threaten not only learning but the quality of the teaching they receive. - A continuously changing regulation that does not facilitate the application of the same neither in the programming nor in the reality of the classroom. - Population biased for economic reasons by forcing students to have certain devices of a certain brand that

	does not facilitate the inclusion of other socioeconomic profiles.
	• Teachers resistant to changes in regulations, methodology, materials, NEAE among others.
	• Use of the PPP as a fundamental teaching methodology in classes, since it does not adjust to the real needs of students that leads to the non-promotion of values such as autonomy, responsibility, critical spirit and democratic citizenship.

Note. Own elaboration.

5. Objectives: general stage and specific competences of the subject

5.1 General stage objectives

According to the Royal Decree 217/2022, of March 29th, which establishes the basic curriculum of Secondary Education and the Baccalaureate, will contribute to students to develop abilities or skills such as:

a) Assume responsibly their duties, know and exercise their rights with respect to other people, practice tolerance, cooperation, and solidarity among people and groups, exercise dialogue by consolidating human rights as common values of a plural society, and prepare for the exercise of democratic citizenship.

b) Develop and consolidate habits of discipline, individual and teamwork as a necessary condition for effective completion of learning tasks and as a means of personal development.

c) Value and respect the difference in sexes and equality of rights and opportunities between them. Reject stereotypes that imply discrimination between men and women.

d) Strengthen their affective capacities in all areas of personality and in their relationships with others, as well as reject violence, prejudices of any kind, sexist behaviors, and peacefully resolve conflicts.

e) Develop basic skills in the use of information sources to acquire new knowledge critically. Develop basic technological competencies and advance in ethical reflection on their functioning and use.

f) Conceive scientific knowledge as integrated knowledge, structured in different disciplines, as well as know and apply methods to identify problems in various fields of knowledge and experience.

g) Develop an entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative, and the ability to learn to learn, plan, make decisions, and assume responsibilities.

h) Understand and express complex texts and messages correctly, orally and in writing, in the Spanish language and, if applicable, in the co-official language of the autonomous community, and begin to learn about literature.

i) Understand and express oneself appropriately in one or more foreign languages.

j) Know, value, and respect the basic aspects of one's own culture and history, as well as those of others, as well as the artistic and cultural heritage.

k) Know and accept the functioning of one's own body and others, respect differences, consolidate habits of bodily care and health, and incorporate physical education and sports practice to promote personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically value social habits related to health, consumption, care, empathy, and respect towards living beings, especially animals, and the environment, contributing to its conservation and improvement.

l) Appreciate artistic creation and understand the language of different artistic expressions, using various means of expression and representation.

Currently, with the implementation of LOMLOE as the new educational law, the position of the individual comes to take great relevance as part of a society that, nowadays, demands citizens who practice tolerance, respect, cooperation, solidarity, capacity of teamwork and who reject violence and injustice. Therefore, education focuses now on the formation of the individual, paying much more attention to the students themselves and their growing as formed people with the necessary tools to fit in society and coexist with those who surround him or her instead of focusing on the subject. Through this, it can be observed that these objectives guide both what teachers must focus on and also how to organize the learning process in order to fulfil such goals.

Finally, the Decree 30/2023, of March 16th establishes the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands.

According to this decree and in addition to the previous objectives already mentioned, the following one is established in article 21, point 3:

The curriculum of the Autonomous Community of the Canary Islands will also contribute to the students of this stage know, appreciate and respect the cultural, historical, geographical, natural, social and linguistic aspects of our Autonomous Community, as required by the different subjects or fields, making them a participant in the regional heritage in order to value it and integrate possibilities of action for its conservation. (p. 22)

This objective reflects very well the educational interests that are intended to be instilled in future generations with respect to the Autonomous Community of the Canary Islands.

5.2 Specific objectives of the teaching of the first foreign language

In order to understand the specific objectives intended to the teaching of English language in the Autonomous Community of the Canary Islands, the Decree 83/2016, of 4July 2016 must be examined. The Decree states that students, throughout their educational process within the Compulsory Secondary Education must achieve the following goals in a continuous and progressive way:

- To listen and comprehend specific information of oral texts in diverse communicative situations, by adopting a respectful, tolerant and cooperative attitude.

- To express oneself and to interact orally in communicative habitual situations in a comprehensible and appropriate manner, by exercising the dialogue as a medium to solve pacifically the conflicts.

- To read and comprehend diverse text of a suitable level to the capacities and interests of the students, with the objective of extracting general and specific information, by complementing this information with other sources so that, with a critical sense, acquiring new knowledge.

- To use reading in different formats as a source of personal pleasure and enrichment.

- To write simple texts with different aims about different topics by using suitable cohesive and cohesion resources.

- To use with correction the basic phonetic, lexical, syntactic-discursive and functional components of the foreign language in real communicative contexts.

- To develop the learning autonomy, discipline habits, study and work, the reflection about the own learning process and transferring knowledge and communicative strategies acquired in other languages to the foreign language.

- To develop the work capacity in team, rejecting the discrimination of people because of sex or any other condition or personal or social circumstance, by strengthening social abilities and affective capacities needed to solve pacifically the conflicts, and rejecting stereotypes and prejudices of any kind.

- To use adequately learning strategies and all the media, including the information and communication technologies and audio-visual media to obtain, select and present information orally and in writing in the foreign language.

- To value and appreciate the foreign language as a communication, cooperation and understanding medium between people from different origins and cultures, by encouraging solidarity and respect to human rights, in the democratic exercise of citizenship.

- To appreciate the foreign language as an access instrument to information and as a learning tool of different contents, as an artistic expression medium and for the development of the capacity learning to learn.

- To manifest a receptive and trustful attitude to oneself in the learning capacity and the use of the foreign language in a creative manner, to take the initiative and to participate with critic sense in communicative situations in the foreign language.

- To know and to appreciate the specific elements of the Canary culture so that this may be valued and respected by other countries' citizens.

- To recognize the importance of the tourist section in the Canary Islands and to develop the entrepreneurship spirit by knowing, respecting, and transmitting the basic aspects of the own culture and history, as well as the artistic and cultural patrimony by using as a medium the foreign language.

In conclusion, the specific objectives outlined for the teaching of English language in the Autonomous Community of the Canary Islands, as stated in Decree 83/2016, encompass a wide range of skills and competencies. These objectives aim to foster students' language proficiency while promoting essential values such as respect, cooperation, critical thinking, and cultural appreciation.

6. Methodology

6.1 Main methodologies of the didactic unit

The Decree 30/2023, of March 16th, states that participation and inclusion must be guided through innovative methodologies that put the students as the main figure of the process of learning (2023). The same Decree (2023) highlights the fact that, nowadays, the Canary Islands have become a place of cultural convergence and exchange of values like never before in history. Besides, the continuous migrations give foreign language learning and extraordinary dimension in terms of social relationship, professional opportunities, and life prospects in foreign countries. It also serves as a bridge between cultures. Therefore, the curriculum emphasizes a transversal approach focused on heritage education. Finally, it can be read that the aim is to raise awareness among Canarian students about the importance of preserving, enjoying, and transmitting their heritage. It highlights the identification and valorisation of the local heritage as an inseparable part of society and encourages citizen involvement in ensuring its sustainability and the endurance of its values. Throughout the didactic unit, the use of various methodologies can be observed. It could be said that there is a mix of three approaches. Besides, this project focuses on the use PBL as its

main methodology is also supported by the acquisition of competencies related to information and communication technologies (ICT). As Paudel (2021) says in his research:

> ICT requires a high speed of interactivity between teachers and students, which can be beyond the skill and knowledge of learners so that a good language teacher always brings a balance between ICT pace, learners' abilities and teaching strategies for attaining expected outcome. Moreover, ICT has played an interactive and supportive role in material development and production (p. 72).

The implementation of ICT in the education can be positive since it allows teachers to create engaging and effective learning environments that facilitate students the acquisition of knowledge. To to do that, teachers must be capable of applying these technological tools during sessions and be formed in the use of new technologies.

6.1.1 Project Based Learning (PBL)

The school Luther King is committed to promoting a dynamic and diverse educational approach that incorporates various methodologies to enrich the students' learning process. However, for the upcoming instructional unit, the primary methodology chosen is Project-Based Learning (PBL).

PBL is a teaching and learning method that "is generally considered an alternative to traditional, teacher-led instruction" (Chen & Yang, 2019, párr. 1) that engages students in real-world tasks that result in a product or presentation. According to Chen and Yang (2019), PBL is related to constructivism, and the core of PBL is the project itself. PBL presents several crucial characteristics that include researching, student capacity to express and choice, revision of content, reflection about knowledge, and the capacity to address an audience. In PBL, students work

together with the main purpose of developing a project while solving problems, discussing and defining ideas, designing activities and collecting and analysing data. PBL has been widely used in various academic fields and is becoming quite relevant to students' progress because of the fact that this method has proven the increasement of student's motivation to learn.

The PBL approach focuses on solving practical and challenging problems, where students collaborate on projects that simulate real-world situations. As Ghosheh et. al state (2021) "as such, PBL focuses on learning by doing, experimenting, problem solving, teamwork, social skills, understanding, collaboration and partnership, and taking responsibility" (p. 2). Through this approach, students acquire knowledge and skills in a meaningful way, applying theoretical concepts to concrete situations. PBL encourages research, critical thinking, creativity, and teamwork, preparing students to tackle real-world challenges.

As O'Brien states in her research (2023), "students work more independently through the PBL process, with the teacher providing support only when needed. Students are encouraged to make their own decisions about how best to do their work and demonstrate their understanding" (párr. 5). This comes to mean that now the learning process is more focused on the students and that they would be carrying out most of the work. The teacher would be relegated to the background as a simple supportive figure.

6.1.2 Cooperative Learning (CL)

Cooperative learning is an instructional method where students work together in small groups to achieve a common goal. It is rooted in Vygotsky's theories, which highlight the importance of social interaction in learning. By collaborating with peers and teachers, students engage in meaningful discussions, problem-solving, and decision-making. This approach promotes critical thinking, interpersonal skills, and the sharing of diverse perspectives.

Cooperative learning emphasizes the idea of positive interdependence and individual accountability within the group. Through this interactive process, students not only enhance their academic knowledge but also develop essential social and communication skills. Consequently, according to Erbil (2020), the utilization of cooperative learning facilitates enhanced interaction among students, leading to a transfer of information from more proficient students to those with less knowledge, making the latter benefit from the knowledge of the more advanced ones (p. 7).

During these last years, students, in general, have complained about the way English has been taught. These complains are related to the teaching process based on the typical master classes in which the teacher would send boring tasks or would just talk for an hour without putting attention to the students. This has caused the general opinion that English is boring, easy, not worth it, etc. Therefore, teachers can notice how students do not appreciate the importance of English or the benefits it can bring to our lives. One of the main problems that can be appreciated in the old ways of teaching English, as Herrera Zapata (2023) "highlights, is the lack of activities that motivate students to speak naturally, using familiar vocabulary to express their ideas and knowledge" (p. 24).

That is the reason why in this didactic unit it will be included a series of activities through which students would have the opportunity to participate, express themselves, put in practice their English language skills and enhance their social abilities. This methodology promotes a meaningful and inclusive educational experience for all students involved.

6.1.3 Gamification

Gamification is an educational approach that utilizes elements and dynamics of games to motivate and enhance learning. The objective is to stimulate students' intrinsic motivation and promote teamwork, while also personalizing the learning process to individual needs. Gamification

transforms educational activities into interactive challenges that increase student interest and satisfaction, facilitating more effective and meaningful learning. Torres Rodríguez et al. (2023) state that "the use of gamification in the English class creates significant learning and cooperation among students. Teachers need to use different teaching approaches and methods that allow students to be active during the learning process with a great motivation and engagement" (p. 12).

6.2 Teaching models

The goal is to promote a universal learning experience that meets the individual needs of each student by utilizing different teaching models. These models will be integrated into the instructional program to create a synergistic approach to learning:

- Non-directive teaching: students are free to explore problems, decide on their own response, and make decisions based on personal criteria. The teacher does not intervene.

- Directive teaching: skill and ability training: The procedure is demonstrated, followed by guided practice and then independent practice.

- Group investigation: collaborative information search in which the interaction among students and the collaborative construction of knowledge are the most important aspects.

- Role-playing: dramatization of "real" situations, where each student assumes a given role and acts in relation to it.

7. Attention to diversity

The attention to diversity plan in the Autonomous Community of the Canary Islands is governed by Decree 30/2023, of March 16th, issued by the Ministry of Education, Universities, Culture, and Sports. With these measures, the Autonomous Community of Canary Islands aims to strengthen the inclusive model of diversity support and the integration of Universal Design for Learning (UDL) principles within the curriculum design process itself (Ministry of Education, Universities, Culture and Sports, 2023, pp. 5) According to this decree:

> Attention to diversity will be governed, in general, by the principle of inclusion, which is based on students' right to share the curriculum and space to achieve a common learning goal through a teaching process adapted to their characteristics and needs, fostering the continuity of their education. Furthermore, teaching practices will focus on personalized instruction and the adoption of organizational, methodological, and curricular measures in accordance with the principles of the DUA (Ministry of Education, Universities, Culture, and Sports, 2023, pp. 12-13)

Attention to diversity is a crucial aspect of education that ensures that all students receive the support they need to succeed. In the context of secondary education in the Canary Islands, the creation of a didactic unit that takes into account the diverse needs of students, is essential for promoting inclusive and equitable learning environments. This requires educators who can consider the specific competencies and the evaluation criteria related to the subject matter, such as the ability to comprehend the general sense and information of oral and written texts on social and ethical issues. By incorporating attention to diversity into the creation of a unit didactic, educators can ensure that all students have the opportunity to learn and succeed, regardless of their individual needs and backgrounds.

The Government of the Canary Islands published on its website an article regarding the general and important aspects of having students with ADHD. In its article, it is stated a series of criteria for the evaluation of these specific students.

According to the Government of the Canary Islands. (n.d.), when accommodating students with ADHD in the classroom, several key considerations should be taken into account. Firstly, sitting the student near the teacher and away from distractions will help to maintain focus. Additionally, tasks should be adjusted to be more manageable and with continuous supervision. Besides, it is important to find a balance between engaging and less motivating activities while tailoring them to the student's needs. By highlighting the student's strengths, their self-esteem and motivation can be enhanced. These students can demonstrate completed tasks to the teacher for better understanding and guidance. Recognizing and celebrating the student's small achievements and appropriate behaviors can be more motivating than pointing out errors. In terms of assessment, it may be necessary to adapt evaluation procedures. Continuous assessment should be prioritized over relying solely on final exams to ensure fair evaluation. Therefore, and according to this information, the following strategies will be introduced along the didactic unit to ensure that these students can perform properly:

1. **Seating arrangement**: the seating arrangement will be ensured to have the students with ADHD seated near the teacher and away from potential distractions, with the aim of helping them maintain focus and minimizing external distractions.

2. **Visual support**: visual supports such as charts, examples, etc., will be incorporated to assist students with ADHD in processing information more effectively and to help them comprehend and remember key concepts.

3. **Regular check-ins**: frequent check-ins will help students with ADHD to monitor their progress and provide guidance and support as needed. Positive feedback will be offered about their strengths and achievements, aiming to boost their self-esteem and motivation.

4. **Kinesthetic activities and breaks**: kinesthetic activities and breaks will be incorporated into the lessons, recognizing the need for movement. Short breaks for stretching and opportunities for physical activity will be allowed to help these students release energy and maintain focus.

5. **Peer support**: peer support will be facilitated by pairing the students with ADHD with peers who have a higher level of English. These peers will provide support and assistance during group activities, offering guidance and helping them stay focus on tasks.

6. **Individualized support**: it will be offered through additional assistance during class time to address the specific needs of students with ADHD and provide personalized guidance when needed.

7. **Calm and supportive environment**: an adequate environment will be held during assessments and presentations to alleviate anxiety in students with ADHD. Ensuring a quiet space free from distractions will allow them to focus and perform better.

By implementing these strategies and providing necessary support, educators can create an inclusive and supportive learning environment for students with ADHD, promoting their academic success and overall well-being.

Within this context, it should be mentioned the Universal Design for Learning (UDL). It is an educational framework that focuses on the idea that students learn through different ways so that the design of education programs must be flexible to adapt to all students. According to what

CAST (2018) offers, "these guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities" (parr. 1). This approach's intention is to provide multiple means of representation, different options and multiple opportunities for students to engage during classes, fostering participation and a better learning process. Thus, this adaptation to students could cover the needs for inclusion.

In conclusion, incorporating the principles of Universal Design for Learning (UDL) into the attention to diversity plan aligns with the goal of fostering inclusive and equitable learning environments. UDL emphasizes the significance of providing diverse avenues for students to comprehend, engage, and express themselves. For instance, integrating visual aids such as charts and examples can greatly assist students with ADHD in processing information effectively. This approach ensures that every student, irrespective of their unique characteristics and requirements, has equal access to the curriculum and receives the necessary support to thrive. By combining UDL principles with strategies focused on attention to diversity, educators can cultivate an inclusive classroom environment that encourages the success and growth of all students.

8. Description of the group

The didactic unit that is going to be presented is designed for a group of 3rd year of Compulsory Secondary Education (CSE) that belongs to a private school in Tenerife. The school counts with variety of technology that students can use to develop their tasks.

This group, 3rd A, is formed by 25 students and each of them counts with a private iPad provided by the school. There is a smart TV that can be used to present projects, watch content online, share documents, etc.

This school presents the particularity that students are advanced in English since they start study the language at a really early age. Therefore, it could be said that **the level of English of this group ranges from A2 to B1**. Occasionally, some students could possess a B2. Nevertheless, there are always some students that do not reach the required level and lags behind in the learning, what ends up in lack of interest or motivation. Besides the regular students, regardless of their English level, there are two students that present ADHD. In order to develop a successful didactic unit, all students should have access to the same opportunities so the teacher must adapt the sessions to those who need it. From the many different profiles, this project will only focus on the ADHD aspect that was developed in the previous section.

As it can be observed in Figure 1, from these 25 students there is a group of 12 who present a B1 level, a group of 9 who present an A2 level and a small group of 4 who present a B2.

In some occasions, students are unable to attend classes due to many different reasons and that is why the school offers an alternative for those in that situation. Every time a student cannot come to class, he or she can connect with the class through internet. In every classroom there must be an extra iPad that teachers can use to connect with absent students so they do not miss the lessons and can follow the advance in content. Therefore, it is proven that the use of technology is highly necessary nowadays.

9. Annual program

The project revolves around the creation and design of a didactic unit that would be held during the second assessment for a 3rd CSE, but to comprehend its application or reliability, it is

necessary to consider the context of this unit within the rest of the units in the annual curriculum for the English subject.

A fundamental concept that has to be taken into account is the output profile. The Decree 30/2023, of March 16th, establishes the concept and importance of the student profile on the completion of basic education within the context of the new Law of Modification of the Organic Law of Education (LOMLOE). The student profile is based on a structural and functional understanding of key competences, whose acquisition by students is considered essential for their personal development, problem-solving in various aspects of life, creating new opportunities for improvement, and ensuring the continuity of their educational journey while facilitating their active participation and integration in society, as well as caring for individuals, the natural environment, and the planet (Decree 30/2023, pp. 51-52).

It is important to mention the following concepts that can be found in the Decree 30/2023:

b) **Key competences**: essential skills that students need in order to progress successfully in their educational journey and to face global and local challenges and demands. The key competences are included in the Student Profile upon completion of basic education, in the case of Compulsory Secondary Education, and in the operational descriptors that establish the expected level of development and acquisition of these competences at the end of High School. These reference frameworks are the adaptation of the key competences established in the Recommendation of the Council of the European Union of 22 May 2018 on Key Competences for Lifelong Learning to the Spanish education system.

c) **Specific competences**: skills that students should be able to demonstrate in activities or learning situations, requiring the basic knowledge of each subject or field. Specific competences serve as a connection between the Student Profile and the operational descriptors of High School, as well as the basic knowledge and evaluation criteria of the subjects and fields. Specific competences are goal-oriented and should be achieved by students at the end of the corresponding educational stage. Their level of attainment in each level of both stages is determined by the evaluation criteria established for each of them.

d) **Evaluation criteria**: references that indicate the expected performance levels of students in learning situations or activities related to the specific competences of each subject or field at a specific moment in their learning process. They serve as benchmarks for evaluating both the subject-specific knowledge or field-specific knowledge and the level of development and acquisition of specific and key competences.

e) **Basic knowledge**: the knowledge, skills, and attitudes that constitute the content of a subject or field and are necessary for the acquisition of specific competences.

As the Government of the Canary Islands (2022) explains,

the curricular proposal for this subject has a strong competency-based character and has been developed in accordance with the operational descriptors established in the Student Profile at the end of basic education, which identifies the level of development and acquisition of the key competences for all students completing Compulsory Secondary Education (p. 3).

Moreover, it states that "furthermore, it is worth noting that all of these competences have an inherently transversal nature and none of them hold hierarchical superiority over the others. Similarly, there is no exclusivity of a specific subject or area with particular competences (p. 3).

9.1 Basic Knowledge

The Curriculum for Compulsory Secondary Education in the Canary Islands according to the Decree 30/2023 for the subject of foreign language, English, must be taken into consideration when it comes to develop a didact program. According to this curriculum, in the subject of Foreign Language, the basic knowledge is integrated into the evaluation criteria and the competence blocks. This basic knowledge are abilities, essential knowledge, skills and attitudes for the development of efficient communication situations and reflections on language. They are not the end in themselves, but a tool that helps students to communicate in a more precise, correct and reflective way, and to acquire values. Moreover, within the same official document, these basic knowledges are differentiated into four blocks.

- **Block I. Communication**

1. Use of common strategies for planning, executing, controlling, and repairing comprehension, production, and co-production of oral, written, and multimodal texts.

2. Application of knowledge, skills, and attitudes that allow for mediation activities in everyday situations.

3. Use of common communicative functions appropriate to the communicative context: greetings and farewells, introducing oneself and others; describing people, objects, places, phenomena, and events; situating events in time; situating objects, people, and places in space; asking and exchanging information about daily matters; giving and requesting instructions, advice, and orders; offering, accepting, and refusing help,

proposals, or suggestions; expressing likes, interests, and emotions; narrating past events, describing present situations, and stating future events; expressing opinions, possibilities, abilities, obligations, and prohibitions; expressing simple arguments; reformulating and summarizing.

4. Identification and use of contextual models and discursive genres commonly used in the comprehension, production, and co-production of brief and simple oral, written, and multimodal texts, both literary and non-literary: characteristics and recognition of the context (participants and situation), expectations generated by the context; organization and structuring according to genre and textual function.

5. Handling of common linguistic units and meanings associated with such units, such as expressing entity and its properties, quantity and quality, space and spatial relationships, time and temporal relationships, affirmation, negation, interrogation, and exclamation, common logical relationships.

6. Identification and use of common and student-interest lexicon related to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing and home, climate and natural environment, information and communication technologies.

7. Identification and reproduction of common sound patterns, accents, rhythms, and intonation patterns, and general communicative meanings and intentions associated with these patterns.

8. Recognition and use of common spelling conventions and meanings and communicative intentions associated with formats, patterns, and graphic elements.

9. Selection and use of common conversational conventions and strategies, both synchronous and asynchronous, to initiate, maintain, and terminate communication; take and give the floor; ask for and provide clarifications and explanations; compare and contrast, summarize, collaborate, debate, etc.

10. Selection and use of resources for learning and common strategies for searching and selecting information: dictionaries, reference books, libraries, digital and computer resources, etc.

11. Respect for the intellectual property of consulted sources and used content.

12. Selection and use of common analog and digital tools for comprehension, oral, written, and multimodal production and co-production; use of virtual platforms for interaction, cooperation, and educational collaboration (virtual classrooms, video conferences, collaborative digital tools, etc.) for learning, communication, and project development with speakers or learners of the foreign language.

- **Block II. Multilingualism**

1. Selection and use of strategies and techniques to effectively and increasingly fluently respond to specific communicative needs, despite limitations derived from the level of competence in the foreign language and other languages in one's linguistic repertoire.

2. Use of common strategies for identifying, organizing, retaining, retrieving, and creatively using linguistic units (vocabulary, morphosyntax, sound patterns, etc.) through the comparison of languages and varieties that make up one's personal linguistic repertoire.

3. Selection and use of common analog and digital self-assessment, co-evaluation, and self-repair strategies and tools, both individually and cooperatively.

4. Recognition of errors as an instrument for improvement and proposing repairs.

5. Identification and use of common vocabulary and expressions to exchange ideas about communication, language, learning, and communication and learning tools (metalinguistic).

6. Comparison between languages based on elements of the foreign language and other languages: origin and relationships.

- **Block III. Interculturality**

1. Recognition and respect for sociocultural and sociolinguistic aspects commonly used in everyday life and living conditions; common social conventions; non-verbal language, linguistic courtesy, and digital etiquette; culture, norms, attitudes, customs, and values specific to countries where the foreign language is spoken and to the Canary Islands.

2. Use of common strategies to understand linguistic, cultural, and artistic diversity, considering eco-social and democratic values compatible with sustainable development.

3. Selection and use of common strategies for detecting and acting against discriminatory uses of verbal and non-verbal language, with particular consideration for discrimination based on gender or functional diversity.

- **Block IV. Interpersonal and Intrapersonal Dimensions**

1. Appreciation for the foreign language as a means of interpersonal and international communication, as a source of information, and as a tool for personal enrichment.

2. Use of collaborative strategies and group work dynamics related to interpersonal relationships.

3. Empathy, appreciation, and respect for the opinions of others and their points of view.

4. Interest and initiative in engaging in communicative exchanges through different media with speakers or learners of the foreign language.

5. Development of self-esteem, self-confidence, and initiative.

6. Promotion of motivation for learning the foreign language.

7. Creative and emotional vision of learning.

8. Use of strategies for autonomous learning and critical thinking.

9. Appreciation for diversity and linguistic, cultural, and artistic heritage regarding interpersonal relationships in countries where the foreign language is spoken, and notable differences and similarities with those of the Canary Islands.

In summary, the basic knowledge in the Foreign Language subject is aimed at developing communication skills, promoting plurilingualism, fostering interculturality, and strengthening the interpersonal and intrapersonal dimensions of students. These knowledge areas are recurrently addressed throughout the educational stages, with increasing depth and complexity gradually.

9.2 Key competences

According to the new educational law LOMLOE, there are eight key competences that covers all subjects and transversality and, as already mentioned in the previous section, this didactic unit will cover some the key competences, which are:

- **Linguistic Communication Competence (LCC):** focuses on the ability to communicate effectively in oral and written forms across different contexts. It involves expressing coherently and appropriately, understanding different discourse genres, and applying functional elements of language. This competence also encompasses critical thinking,

information management, and the avoidance of misinformation or manipulative use of language.

- **Plurilingual Competence (PC):** capability of using multiple languages, both spoken and written, to communicate. It involves making connections and transferring knowledge between different languages, including official, familial, and second languages. This competence aims to foster an appreciation for other languages, promote dialogue between cultures, and enhance intercultural awareness and understanding.

- **Mathematical and Science, Technology, and Engineering Competence (MSTEC):** ability to use inductive and deductive methods to understand the mechanisms of language. It also involves the use of hypotheses to complete meanings within linguistic contexts. This competence bridges the gap between language learning and the application of mathematical, scientific, technological, and engineering principles.

- **Digital Competence (DC):** this competence goes beyond creating digital content or using digital tools. It combines the ability to locate information effectively, evaluate its management and usage critically, and adopt online safety measures and digital etiquette. Additionally, it highlights the importance of creating virtual learning environments and leveraging digital tools for lifelong learning.

- **Personal, Social, and Learning-to-Learn Competence (PSLLC):** self-reflection and self-evaluation of language use. It encompasses the ability to manage emotions, engage in effective teamwork, and develop strategies for continuous learning. This competence emphasizes the personal and social development that comes through language learning, including self-awareness, self-regulation, and collaborative skills.

- **Citizenship Competence (CC):** it puts emphasis on the importance of active citizenship and responsible participation in society. It involves promoting coexistence, respect for diversity, adherence to rules, and the display of empathy towards others. This competence also encourages democratic values, civic engagement, and the ability to contribute positively to social activities and community life.

- **Entrepreneurial Competence (EC):** skills and qualities necessary for goal-setting, meeting deadlines, and demonstrating commitment and leadership. It involves effective communication, negotiation abilities, creative thinking, and resilience in the face of challenges. This competence encourages initiative, adaptability, and the capacity to innovate and take risks.

- **Cultural Awareness and Expression Competence (CAEC):** it focuses on expressing feelings and ideas creatively while appreciating diverse cultural and artistic realities. It involves exploring different cultural expressions, engaging with various art forms, and developing an understanding of the natural environment. This competence facilitates social, artistic, and cultural exchanges, enabling individuals to participate in broader contexts, expand their perspectives, and integrate ideas from different cultures.

Key competences play a fundamental role in academic development, providing students with essential skills and abilities to navigate through a world that is constantly changing. These competencies empower students to communicate effectively, think critically, collaborate with others, and adapt to new challenges. By incorporating them into education, we ensure that students are equipped with the necessary tools to succeed academically and thrive in their personal and professional lives.

To conclude this section, a table with the annual programming will be shown, in a simple way, in which the didactic unit developed below is located.

Table 2

Annual program of a 3ʳᵈ ESO English course

Annual Program		
Units	Title	Project
Unit 0	Introduction	
Unit 1	Environment	Campaign for a greener school
Unit 2	Culture	Explore the traditions of a foreign country
Unit 3	Sports	Organize a sports tournament
Unit 4	Technologies and social medias	Create a social media campaign
Unit 5	Our oceans: life below water	Provide solutions to the UN regarding an environmental problem
Unit 6	Food	Design a healthy eating plan
Unit 7	Work and business	Plan a mock business fair
Unit 8	Art and music	Organize an art exhibition or music concert
Unit 9	Our community	Engage in a community service project

Note. Own elaboration

10. Didactic Unit

10.1 Description and importance of the didactic unit

This carefully crafted didactic unit places a strong emphasis on the integration of vocabulary related to marine life, oceans conservation, and nature, while highlighting the power of technology as a valuable tool for learning. With a Project-Based Learning (PBL) approach, and by using also Cooperative Learning (CL), students will not only improve their language skills but will also embark on a meaningful exploration of real-world contexts.

Throughout this unit, students will actively engage in a wide range of interactive activities designed to foster collaboration, critical thinking, and creativity. By immersing themselves in

captivating topics such as marine ecosystems and environmental conservation, students will also develop a profound understanding of the significance of sustainable practices, closely aligned with the objectives of the 2030 Agenda. As UNESCO (United Nations Educational, Scientific and Cultural Organization.) states:

> At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs (see box 1.1) is to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future (p. 6).

In this didactic unit, the SDG 14 "Life Below Water" will be explored and applied to the final project in which students will work on. The principal objective is to foster the students' curiosity on the topic, the 2030 Agenda and their direct implication over a relevant theme really present in their lives. This implication can be noticed in the section 9.7 of this project, where activities such as putting in contact with UN to provide possible solutions to several environmental problems are developed and described. The intention is to teach English in an engaging way, making students participate in real life's problems as the future active citizens they will become.

It is crucial to acknowledge the pivotal role that technology plays in our modern world. In this unit, we recognize technology as a powerful resource that not only provides access to vast amounts of information but also serves as a valuable learning tool. By incorporating websites, online tools, and other digital resources, students will have the opportunity to explore and learn about the subject matter in an interactive and engaging manner. This not only empowers them to navigate the digital world safely but also equips them with the essential skills to manage technology for educational purposes.

By the end of this didactic unit, students will have developed their English language skills, particularly in grammar (future simple and the first conditional), as well as expanded their vocabulary related to the captivating theme they would be exploring. Additionally, they will have gained proficiency in utilizing technology to enhance their learning experiences, preparing them for a world where technology is an indispensable part of their daily lives.

In closing, this unit offers a comprehensive and enriching educational experience that combines language development, environmental awareness, and technological proficiency. By immersing ourselves in this project, together, we aim to empower students to become effective communicators, critical thinkers, and responsible global citizens who appreciate the interconnection between language, technology, and our environment. It will certainly be an exciting adventure full of positive impact on our world.

10.2 Timeline

According to the didactic program of the high school, the temporalization of the units is subject to the students' learning pace, extracurricular and complementary activities, as well as the school calendar. Nevertheless, it mentions that three units will be covered per trimester in 3rd year of CSE.

Based on this information, the proposed didactic unit would be developed during the second trimester of the school year. Furthermore, the proposed unit will consist of nine sessions. The first session will take place on March 6th and will conclude on the 23rd of the same month.

10.3 Didactic unit: objectives

From the objectives listed before in section 8, it can be established the set of objectives that this didactic unit presents and tries to instil in students:

9.2.1 Basic knowledge about new topics such as vocabulary, technical terms and new grammatical forms to express.

9.2.2 Abilities to communicate with others and share ideas, opinions and agreements or disagreements in an oral way.

9.2.3 Interest in our world and the important aspects that affect us such as the environment, the oceans, society and both positive and negative aspects of human impact in nature.

9.2.4 The skill necessary to grow in an increasingly technological society and how to take advantage from the resources that can be found online.

9.2.5 The social skills that students will need in their future to function in society such as cooperation, teamwork, empathy, education and respect.

9.2.6 Instructions about how to organize, how to learn and how to prepare educational projects.

10.4 Didactic unit: contents

The Royal Decree 83/2016, of 4 July mentioned before also establishes that in the annual program must appear all the didactic units with their respective blocks of contents. Therefore, in the case of this didactic unit, the following contents will be taught:

9.3.1 The acquisition of new vocabulary related to marine life.

9.3.2 The correct use of future simple "will".

9.3.3 The implementation of this verbal tense in written and oral texts.

9.3.4 The understanding of oral texts related to the SDGS to improve the listening skills of students.

9.3.5 The correct use of the first conditional to express concerns about the future, talk about possible situations and proposal of solution for hypothetical problems.

9.3.6 Acquisition of skills to work in groups, to cooperate and share ideas.

9.3.7 Acquisition of skills related to the use of new technologies, using useful online tools and online dictionaries.

9.3.8 Acquisition of skills to become more autonomous when working on projects.

10.5 Key competences covered in the didactic unit

In this didactic unit, it has been decided to focus on several key competencies to provide students with a comprehensive and meaningful learning experience. These competencies are: Linguistic Communication Competence (LCC), Mathematical and Science, Technology, and Engineering Competence (STEM), Digital Competence (DC), Personal, Social, and Learning-to-Learn Competence (PSLL), Citizenship Competence (CC), Cultural Awareness and Expression Competence (CAEC), and Plurilingual Competence (PC). These key competencies are listed below with their respective justifications for use based on the proposed didactic unit:

- Linguistic Communication Competence (LCC): In this unit, students will develop their linguistic communication skills by responding to fictitious letters from the UN in English. They will engage in activities that require comprehension, production, and coproduction of oral, written, and multimodal texts, using common communication functions and appropriate contextual and genre-specific models.

- Mathematical and Science, Technology, and Engineering Competence (MSTEC): Through their exploration of SDG 14: Life Below Water, students will engage with mathematical and scientific concepts related to marine life and ecosystems. They will apply critical

thinking and problem-solving skills to propose innovative solutions to address the challenges faced by the oceans and marine biodiversity.

- Digital Competence (DC): Throughout the unit, students will develop their digital competence by learning to use online platforms for research, communication, and content creation. They will utilize digital tools to develop explanatory letters and video responses to the UN, demonstrating their ability to navigate and utilize technology effectively and responsibly.

- Personal, Social, and Learning-to-Learn Competence (PSLLC): In this unit, students will work collaboratively in groups, promoting interpersonal skills, teamwork, and the ability to engage in productive discussions. They will also develop self-awareness, self-confidence, and self-directed learning skills as they take ownership of their learning process and set goals for their linguistic and personal growth.

- Citizenship Competence (CC): By engaging with global issues and the Sustainable Development Goals, students will develop their citizenship competence. They will explore their roles as responsible global citizens and gain an understanding of the impact of their actions on the environment and society. They will also learn about the importance of active participation, social justice, and sustainable development.

- Cultural Awareness and Expression Competence (CAEC): Throughout the unit, students will develop cultural awareness by exploring the diversity of cultures related to the oceans and marine life. They will engage in discussions about cultural values, customs, and perspectives, fostering respect, empathy, and understanding. Through their letter and video

presentations, students will express their own cultural identity and showcase the cultural richness of their community.

- Plurilingual Competence (PC): The unit emphasizes the development of plurilingual competence as students respond to the UN's letters in multiple languages. They will compare and contrast languages, recognize linguistic origins, and appreciate the diversity and interconnectedness of languages. Through the use of English as a vehicular language and engagement with different linguistic varieties, students will enhance their communicative skills in multiple languages and embrace the benefits of multilingualism.

The LOMLOE demands transversality, thus, Ministry of Education, Universities, Culture and Sports (2023) states that "transversality is an inherent condition of the Graduate Profile, in the sense that all learning contributes to its achievement" (p. 54)

In conclusion, in the context of this didactic unit, it could be said that the development of these key competences becomes crucial. Through the practice of expressing themselves, students engage in the process of writing the letters and record videos. English language proficiency takes center stage, enabling them to communicate with the world and understand real life issues prevalent in our society. By addressing the challenges related to Sustainable Development Goal 14: Life Below Water, students not only become socially aware but also gain the competence to analyse, propose solutions, and contribute to a sustainable future. This fictitious approach fosters their growth as mature individuals, equipped with essential skills for meaningful engagement with the world around us.

10.6 Unit overview

It is important to highlight that this didactic unit is an original creation, as the specific curriculum or annual program from the school where the external practices were help, was not accessible. By designing this unit independently, an engaging and impactful learning experience for students has been established, while addressing key language objectives.

For the complete understanding of the specific competences and the key competences established along the didactic unit, it must be taken into account the Curriculum for Compulsory Secondary Education in the Canary Islands, 2022-2023, for the subject of foreign language, English. To see these tables, see Annexe 8.

Table 3

Description of the Didactic Unit 5

Our Oceans: Life Below Water					
Unit 5	**Subject**	**Course**	**Assessment**	**Sessions**	**Timing**
	English	3rd CSE	2nd	9	6 – 23 March

Introduction to the unit

The topic of marine life will be introduced to the students with the purpose of explaining the importance of maintaining natural spaces such as our oceans and the impact of the human being over them. The students will learn new vocabulary, will improve their grammar with new uses of English such as the future tense, and the first conditional. Furthermore, they will develop their communication skills and teamwork.

Objectives	Key Competences	Contents
9.2.1 9.2.2 9.2.3 9.2.4 9.2.5 9.2.6	DC CC PC LCC CAEC PSLLC MSTEC	9.3.1 9.3.2 9.3.3 9.3.4 9.3.5 9.3.6 9.3.7 9.3.8

Methodology	Materials or resources	Spaces

PBL CL	- Smart Tv - iPad - YouTube - Online dictionaries - Headphones - Whiteboard - Notebooks	Classroom	

Evaluation			
Evaluation tools	**Types of evaluation**	**Evaluation criteria**	**Basic knowledge**
- Systematic observation: teacher class diary - Analysis of documents, productions, and artifacts: final oral presentation, rubrics, projects.	- Heteroevaluation - Formative - Summative - Peer Assessment	- C01/EC 1.1, 1.2, 1.3 - C02/ EC 2.1, 2.2, 2.3 - C03/ EC 3.1, 3.2	- Block I: 1, 3, 4, 5, 6, 9, 10, 12 - Block III: 2

Transversality			
Sustainable development	Social awareness	Collaboration and teamwork	Critical thinking and problem-solving
By introducing the SDG14 students will focus on issues related to oceans, addressing the importance of protecting and preserving the environment.	The topics that students will develop in the unit are related to environmental problems that have significant impact on our society, encouraging them to think about possible solutions.	Both the creation of the letter and the video for the UN foster teamwork, communication, collaboration and even critical thinking.	Through all the process, students will be asked to analyse the situations, evaluate different approaches and generate innovative ideas to address the different challenges.

Note. Own elaboration

10.7 Description of the sessions

Table 4

Development of the Didactic Unit and its Sessions

Session 1				
Objectives	**Development**	**Specific competences**	**Key competences**	**Materials**
Introduction to the unit and to the concept of Sustainable Development Goal 14 (SDG14) and its importance for the conservation of marine life. The teaching of the first conditional, the future simple, and vocabulary related to the topic.	- **20'**. Introduction to the SDG and the SDG14: https://www.youtube.com/watch?v=8kRUVNcC2OM https://www.youtube.com/watch?v=u75w751uzoQ - **10'**. Brief debate about the videos to awake their minds and brief explanation of what the UN is. - **20'**. Introduction to the project. The teacher will explain what the project is going to be about. The teacher will separate the class in 5 groups of 5 and then will deliver to each group an invented letter as if it came from the UN (United Nations), asking them for solutions that could help to maintain marine life against the current problems that the Earth's oceans are facing: plastic pollution, overfishing, coral bleaching, climate change, extinction of species. Each group will deal with one of the problems and will have to create a video and a letter to the UN with possible solutions with respect to the topic. The teacher will explain that at the end of each session, a test will be delivered to the groups so they can assess their progress as groups and their understanding of the different activities.	-Comprehension of oral texts (C01/EC1.1) - Production of oral texts (C02/ EC 2.1)	- LCC 2, LCC 3, PC1, PC2, MSTEC 1, DC1, CPSAA4 - LCC 1, PC 1, PC 2, MSTEC 1, DC2, PSLLC 5, CAEC 3	- Smart Tv - iPad - YouTube
Methodological grounds	**Diversity**	**Observations**	**Space**	**Evaluation**

| The session focuses on the explanation of the final project so there is not a methodology. Even though there is a debate. | It must be taken into account the fact that in this class there are two students that present ADHD so they will be put in different groups. Besides, each group will consist of students with different level of English so there are no differences among the groups. Since iPads can cause distractions, they will not be allowed in this class so the ADHD students pay attention. | For this first session the students will not need an iPad, just their attention and minds. | Classroom | It will be used a systematic observation based on the teacher class diary. |

Session 2				
Objectives	**Development**	**Specific competences**	**Key competences**	**Materials**

Vocabulary task. The students will work on the vocabulary necessary for the development of their projects.	**- 10'**. Explanation of the activity. The teacher will introduce the platform Quizlet to practice and learn vocabulary related to marine life. An example will be given. Besides, some online dictionaries will be introduced so they can look for meanings, translations, examples, etc.
	    https://www.wordreference.com
	    https://www.linguee.es
	    https://www.deepl.com/es/translator
	- 30'. Each group will have a set of terms and definitions related to marine life. For example:
	    Group 1: coral reef, footprint, jellyfish, etc.
	The groups must create vocabulary flashcards on Quizlet using the assigned terms and definitions. They can include images.
	Then, invite the students to play the "Match" game on the platform where they have to match the terms with their definitions. After that, students can engage in a friendly competition between groups using the "Quiz" mode on Quizlet, where they have to answer multiple-choice questions based on the vocabulary they have been practicing.
		-Comprehension of written texts (C01/ EC 1.1, 1.2, 1.3)
		- Production of written texts (C02/ EC 2.3)
			- LCC 2, LCC 3, PC 1, PC 2, MSTEC 1, DC 1, PSLLC 4
			- LCC 1, PC 1, PC 2, MSTEC 1, DC 2, PSLLC 5, CAEC 3
				- iPads
				- Quizlet. Annexe I
				- Vocabulary. Annexe II
				- Online dictionaries.
				-Tests. Annexe VI
				-Quizlet Activities. Annexes III, IV, V.

- **15'**. At the end of the activity, there will be a brief debate on the vocabulary they have learned so they can discuss which words were challenging and how they felt through the game.

Methodological grounds	Diversity	Observations	Space	Evaluation
Directive teaching Gamification.	Regarding both students with special needs, they will sit with the same groups from the first session to the last one. The teacher should encourage the rest of the group to include the student with ADHD so he or she can participate in a positive way. For example, the task of designing the games could be assigned to that student so he or she can put the energy on the activity, elevating the feeling of participation and inclusion.	From this point onwards, students will use their iPads for the development of the tasks, games, etc. The teacher must be careful with what they do and the websites where they could access to.	Classroom	Systematic observation based on the teacher class diary.

Session 3					
Objectives	**Development**	**Specific competences**	**Key competences**	**Materials**	
To introduce students to the Canva and Flipgrid platforms, the platforms used for the final project.	- **5'**. Brief review of the vocabulary covered in the previous session. - **20'**. Introduction to Canva. Explain to students how to log into Canva and navigate through it. Assign them a short task, forming the same groups, that consist in the creation of a billboard related to their topics. This way, they can start thinking about their final project. - **20'**. Introduction to Flipgrid. Explain how to access Flipgrid using their iPads and create an account if	-Production of written texts (C02/ EC 2.2, 2.3) -Production of oral texts (C02/ EC 2.1) -Comprehension of oral text (C01/ EC 1.1)	- LCC 2, LCC 3, PC 1, PC 2, MSTEC 1, DC 1, PSLLC 4 - LCC 1, PC 1, PC 2, MSTEC 1, DC 2, PSLLC 5, CAEC 3	- iPad - Smart TV - Headphones - Canva. Annexe VII - Flipgrid VIX -Tests. Annexe VI	

necessary. Provide a tutorial on how to record and submit a video. Assign them the task of creating a short video (2-3 minutes), per student, where they talk about: Their favorite marine animal with a fun fact related to marine life. Encourage them to use the vocabulary learned in the previous session. They will upload that video on the platform so the teacher can check if they have worked correctly. -**10'**. Group activity. Each student has to choose a video created in the previous activity, watch it, provide positive feedback and ask a question to the person who made it. The teacher would be able to watch the comments on the videos. **-5'**. Wrap-up. Engage the class in a brief discussion about the experience of using these new platforms (if they liked it or no) and how they felt while using them. Finally, explain to them that, for the next sessions, they will use both tools.	-Interaction (C03/ EC 3.1)	- LCC 1, LCC 5, PC 1, PC 2, MSTEC 1, DC 3, PSLLC 3, CC3	-Billboard activity. Annexe VIII

Methodological grounds	Diversity	Observations	Space	Evaluation
-Directive teaching	As ADHD students can lose concentration, ask them to show you their progress so they feel involved in the task all the time. If the group with these particular students finishes before the rest, ask these two ADHD students to help other groups, reinforcing once again, their involvement in the task. Every time they bring you a task to show you the process, do not put too much emphasis on the negative and try to highlight the positive aspects.	If any student has problems login into the platforms just make him/her work with a classmate within the same group. If this happens when doing the task of	Classroom	-Direct observation -Individual work -Cooperative work -The teacher class diary

	recording, make sure that they do it cooperatively so all of the students can participate and do the activity.			

<table>
<tr><td colspan="5" align="center">Session 4</td></tr>
<tr><th>Objectives</th><th>Development</th><th>Specific competences</th><th>Key competences</th><th>Materials</th></tr>
<tr>
<td>First conditional through Flipgrid</td>
<td>-5'. Warm-up. Brief review of the structure and usage of the first conditional. Engage students in a short discussion about real-life situations where the first conditional can be applied.
-10'. Introduction to the game. Explain the game "Conditional Challenge" by using the Flipgrid platform and write the rules on the whiteboard. The teacher should show an example.
-15'. Game round 1: hypothetical situations. In groups of 5, ask the first student to record a video on Flipgrid presenting a hypothetical situation using the first conditional. Give them a specific topic related to marine life, such as "If you discover a new species of marine animal, what would you do?". The rest of the group will respond with a possible consequence using the first conditional in a video. The videos and responses should last between 1-2 minutes.
-20'. Game round 2: scenarios for role-play. Provide each group with different scenarios related to marine life and environmental issues, such as "If the ocean becomes too polluted, what actions would you take?"</td>
<td>-Production of oral texts (C02/ EC 2.1)
-Comprehension of oral text (C01/ EC 1.1, 1.3)
-Interaction (C03/ EC 3.1)</td>
<td>- LCC 1, PC 1, PC 2, MSTEC 1, DC 2, PSLLC 5, CAEC 3
- LCC 1, PC 1, PC 2, MSTEC 1, DC 2, PSLLC 5, CAEC 3
- LCC 1, LCC 5, PC 1, PC 2, MSTEC 1, DC 3, PSLLC 3, CC3</td>
<td>- iPad
- Flipgrig game.
Annexe X
- Whiteboard
- Online dictionaries
-Tests</td>
</tr>
</table>

Ask the groups to assign roles to each member and create a short role-play video using Flipgrid (5 minutes). They should use the first conditional to express actions or solutions in their scenario. Each student must speak ant participate in the video so the teacher can check the progress and how the students put in practice the new grammar and vocabulary. Encourage creativity and engagement during the role-plays.

-**5'**. Wrap-up. Finally, ask the students if they found any scenario interesting and what were the most original responses they heard from their classmates. The teacher would ask them if they found useful the use of the first conditional and the possibilities it can bring to our daily life.

Methodological grounds	Diversity	Observations	Space	Evaluation
-Gamification. -Role-play.	Since these two games have rules and differentiated steps to follow, make sure that, for the students with ADHD, the rules are concise so they can adapt to them. Besides, break the tasks (if necessary) into smaller and manageable steps and write them on the whiteboard. This will make these two students able to follow the sequence of activities without getting lost. Make sure to give a visual example they can follow on the TV, for example. Using a timer could also be useful when it comes to develop the task so they can focus on the exercise without waste time in distractions.	Everyone should be able to access Flipgrid but, if anyone has a problem, just use the iPad's camera to record the video making sure that the student sends it to the teacher so there is evidence of the task.	Classroom	-Direct observation -Cooperative work -The teacher class diary.

Session 5

Objectives	Development	Specific competences	Key competences	Materials
Future simple tense through Canva regarding marine life.	-**5'**. Warm-up. Brief review of the future simple tense and its usage. Engage students in a discussion about future plans related to marine life, such as "Will you go snorkeling to see the coral reefs during your vacation?" and "Why? -**10'**. Game introduction and group formation. Explain to the students that they will have to create a collaborative letter on Canva, using the future tense, to share ideas and knowledge about marine life with their classmates. They will form groups of 2, ensuring that every pair consists of students with complementary language abilities, and the teacher will assign to each group a specific marine life topic, such as "coral reefs," "endangered species," "marine pollution," "marine conservation", "ocean exploration", etc. - **25'**. Canva letter creation. Both members of the groups must include their own ideas, obtained through research, and possible solutions related to the topic. The teacher must remind them to use appropriate language and grammar, and the future simple tense in order to express their thoughts and proposals. -**10'**. Review and feedback. Each group will share their letters with another group so they can provide feedback on the content, clarity, and the use of future simple. The aim of this activity is to provide helpful feedback so they all can improve their works. -**10'**. Evaluation and wrap-up. Every letter would be sent to the teacher so he or she can evaluate the work	-Production of written texts (C02/ EC 2.2, 2.3) -Comprehension of written texts (C01/ EC 1.2, 1.3) -Interaction (C03/ EC 3.1)	- LCC 1, PC 1, PC 2, MSTEC 1, DC 2, PSLLC 5, CAEC 3 - LCC 2, LCC 3, PC 1, PC 2, MSTEC 1, DC 1, PSLLC 4 - LCC 1, LCC 5, PC 1, PC 2, MSTEC 1, DC 3, PSLLC 3, CC3	- iPads - Canva Letter. Annexe XI - Whiteboard - Online dictionaries -Tests

and check if the students are achieving the required abilities.

Then, the teacher will ask the students about the challenges encountered while using the verbal tense or the platform.

Finally, provide the students with positive feedback on the work done so far because, for the next three sessions, they will work "alone" and in groups to fulfil the final objective explained during the first session.

Methodological grounds	Diversity	Observations	Space	Evaluation
-Group research -Non-directive teaching	When forming the pairs, set both students with ADHD with someone that has a B2 level of English so he or she can provide support and assistance when needed. Before the task beings, talk to these two B2 students to make sure they understand the situation and what ADHD implies so they can help the teacher and the classmate. There are no specific rules for this task but the implementation of the future simple so the students are free to improvise and develop creativity but, with these two specific students, make sure to check, from time to time, if they need help, guidance or even provide them with some small steps they can follow if that helps them. They really appreciate feeling useful so, for the final part of the session, during the peer assessment, ask them to act as teachers who are looking for mistakes so the task becomes funnier and engaging to them.	This is the only session in which they will work in pairs instead of groups. If someone is alone, put him/her with one of the pairs with one of the students with ADHD. If there is no internet connection, ask the students to write the letter on a paper so they can add it to canva later.	Classroom	-Peer assessment -The teacher class diary. -Cooperative work.

Session 6-8				
Objectives	**Development**	**Specific competences**	**Key competences**	**Materials**
In this session students will work on their projects.	The main objective is to let the students work in groups, cooperate, put in practice what they have being learning and to put in practice their social skills. The teacher will be there for the class in case someone needs help with doubts, problems, discoordination within the groups, etc. The figure of the teacher would remain as supportive.	-Production of written texts (C02/ EC 2.2, 2.3) -Production of oral texts (C02/ EC 2.1, 2.3) -Comprehension of written texts (C01/ EC 1.2, 1.3) -Comprehension of oral texts (C01/ EC 1.1, 1.3) -Interaction (C03/ EC 3.1, 3.2)	- LCC 1, PC 1, PC 2, MSTEC 1, DC 2, PSLLC 5, CAEC 3 - LCC 2, CCL3, PC 1, PC 2, MSTEC 1, DC 1, PSLLC 4 - LCC 1, LCC 5, PC 1, PC 2, MSTEC 1, DC 3, PSLLC 3, CC3	- iPads - Online dictionaries - Canva. Annexe 4 - Notebooks - Whiteboard - Flipgrid. Annexe 5 -Tests
Methodological grounds	**Diversity**	**Observations**	**Space**	**Evaluation**
-Group research -Non-directive teaching	Along these three sessions, the students are expected to work independently in groups, supporting themselves and putting in practice everything they have learned in the previous session. For most of them will be easy and comfortable but, for these two students with ADHD, sitting and working through so many sessions can be very tedious and irritating, what will cause a great lose of concentration and	During these sessions, conflicts might appear between the members of the group. The idea is to make them work in groups to	Classroom	Systematic observation based on the teacher class diary.

could become a distraction for the rest of the group and the class itself.

It is recommended the incorporation of kinesthetic elements so they can stand up, stretch or even take short breaks to clear their minds and release energy. If they need to sit different from time to time, allow it to them. That will help them to feel free.

Provide these students with frequent check-ins, ask them if they feel alright, check their progress or even ask them to show you what they have done so far in order to make them feel that they are progressing. If they do not feel comfortable with the current task and cannot progress, suggest them to change the perspective, that is, for example, that if they cannot focus on a written task, ask them to do it orally while other partner writes his/her ideas. The most important part of these three sessions is to be there for these students and help them in what they need.

develop their social skills and to become people prepared for a future that requires these types of skills. That is why that groups cannot be changed and the problems must be solved at the moment they appear. If the teacher has to stop their work-process, he/she must do it.

Session 9				
Objectives	**Development**	**Specific competences**	**Key competences**	**Materials**
Presentation of the final project: "Response to the UN"	Each group will present their projects by projecting their iPads on the TV. The students must demonstrate that they have learned the main objectives of the unit, their skill with the new grammar (future simple and the first conditional) and vocabulary. Furthermore, they must prove that they have acquired new knowledge about the topic "marine life" and the importance of the SDG14. In order to do that:	-Comprehension of written texts (C01/ EC 1.2, 1.3) -Comprehension of oral texts (C01/ EC 1.1, 1.3) -Production of written texts	- LCC 1, PC 1, PC 2, MSTEC 1, DC 2, PSLLC 5, CAEC 3	- iPads - Smart TV - Teacher's survey. Annexe XII - Students' survey. Annexe XIII -Tests

		(C02/ EC 2.2, 2.3) -Production of oral texts (C02/ EC 2.1, 2.3)	- LCC 2, LCC 3, PC 1, PC 2, MSTEC 1, DC 1, PSLLC 4
- The teacher will deliver an assessment survey to each group so they can grade their classmates. - The teacher will use a rubric chart to check if the projects cover the important aspects. See Annexe 6.			

Methodological grounds	Diversity	Observations	Space	Evaluation
The students will just present their final projects-.	It is well known that students become anxious about final projects and performing in front of other students their age. In order to ensure an environment suitable for these two students with ADHD, the class must remain calm and quite so there are not distractions that could make them commit mistakes while speaking. First of all, the teacher should refresh them the main point of the final task, be friendly and smile if necessary to show that the environment is safe for them. Bear in mind that focusing on the positive aspects is crucial to make them feel self-confident.	The students will listen their classmates while presenting. The groups must show that they understand the information thanks to the acquisition of the new vocabulary and grammar. At the end of the class, the teacher will collect the surveys to assess the groups.	Classroom	-The teacher class diary. -Peer assessment through surveying -Analysis of documents by rubric

Note. Own elaboration

11. Evaluation: evaluation instruments, types of assessment, and grading criteria

In terms of assessment, a variety of tools will be used to measure student progress and performance. Rubrics will be employed for exercises, mini-projects, and a final presentation. These rubrics will outline evaluation criteria and expected levels of achievement, facilitating objective and detailed assessment of students' work.

At the end of the didactic unit, through the final project, students will show the outcomes of their work. These presentations will be evaluated in terms of both content and presentation skills. Active participation and involvement in class will also be taken into account, with teachers noting and assessing students' engagement and contributions during daily activities and discussions, as well as their listening and reading comprehension skills during the course. For instance, the comprehension of videos, the good development of classwork on the different online tools or websites, and the delivery of tasks in time.

The use of diverse assessment tools, ranging from rubrics to assignments, presentations, and active participation, will ensure a comprehensive and fair evaluation of students, considering both their individual performance and their ability to work collaboratively and engage in the learning process. This guarantees precise and meaningful feedback that promotes academic and personal growth for each student.

Furthermore, the implementation of rubrics aligns with the guidelines set forth in the Resolution of October 24, 2018, which establishes the evaluation criteria rubrics for Secondary Education and Baccalaureate in the Canary Islands. These rubrics provide guidance to teachers and facilitate an objective assessment of students' performance. By incorporating these rubrics, the

evaluation process can be simplified, providing clear and specific tools to evaluate student achievements. Moreover, the program ensures that students are informed about the evaluation process, and it encourages their active participation through self-assessment and peer assessment. This approach empowers students, involving them in the evaluation process and making them active participants in their own learning journey. That would be the reason why, for this didactic unit, a rubric would be delivered to the students at the end of each presentation so they can participate in the process of grading their classmates.

11. 1 Evaluation instruments

As it was mention at the beginning of this section, various methos will be used to evaluate the final instruments that will be selected for the final evaluation. Among the many instruments, for this particular unit these will be employed:

- **Rubrics:**

Different rubrics will be used to assess tasks and the final project. These rubrics provide clear criteria for evaluating the performance of the groups, allowing consistent assessment. By using rubrics, the teacher can communicate expectations to the students and provide them with a guide that can be followed to succeed in the tasks. The rubrics will outline specific objectives and criteria that need to be met, covering aspects such as content, organization, collaboration, presentation, creativity, use of English, grammar and vocabulary, etc. Through the use of rubrics, students can understand what is expected from them and track their progress towards meeting those expectations.

- **Direct Observation:**

The teacher will closely monitor the class through direct observations of students' performance during lessons and tasks execution. By actively observing the students, the teacher can notice their level of engagement, participation, and understanding of the content. Direct observation allows the teacher to assess students' individual and group dynamics, their level of involvement in discussions, their ability to work collaboratively, and their overall progress. This information helps the teacher provide feedback, identify areas for improvement, and make decisions to support student learning and development.

- **Tests:**

At the end of every session, a brief test will be delivered to facilitate self-evaluation within the groups. This test aims to encourage groups to reflect on their performance, assess their effectiveness as a team, and reflect on their individual contributions. The test can include questions related to group dynamics, communication, problem-solving, and individual reflections on the group process. Through self-assessment, the groups can identify strengths, weaknesses, and areas for improvement, fostering a sense of responsibility towards their own learning and personal growth.

- **Final presentation:**

As it was mentioned before, there will be a final presentation that serves as a culminating activity for the students. This presentation will be evaluated using a detailed rubric that outlines the specific objectives and criteria for success. The rubric will cover aspects such as content, organization, coherence, creativity, and use of grammar, use of vocabulary, etc. The students will be assessed on their ability to effectively communicate their ideas, demonstrate understanding of

the subject matter, and engage the audience. The rubric allows the students to receive constructive feedback on their presentation skills and providing a clear framework for evaluation.

11. 2 Types of evaluation

The evaluation process in the education system plays a crucial role in assessing students' learning and progress. It provides valuable insights into their achievements, areas of improvement, and overall educational development. In Spain, specifically for students in 1st and 3rd year of Compulsory Secondary Education, the evaluation framework is established by the respective legal documents.

According to the Royal Decree 217/2022, issued on March 29th, within its 15th article, defines the evaluation of these courses as continuous, formative, and integrative. This means that the evaluation process plays a vital role in assessing students' learning and progress within the educational system. It provides valuable insights into their achievements, areas for improvement, and overall educational development. The emphasis is on using evaluation as a tool for learning and growth, rather than a mere judgment of performance. Besides, the same Decree mentions that evaluation should consider self-evaluation, co-evaluation and hetero-evaluation:

- **Self-assessment:**

Process in which students assess their own performance and progress in relation to established criteria. During self-evaluation, students reflect on their learning, identify strengths and areas for improvement, and set goals for themselves. It encourages self-awareness, as students take responsibility for monitoring their own learning. Self-evaluation can be done through self-assessment tools, reflections, portfolios, or self-checklists. According to Yan et al. (2021), "when engaging in self-assessment, students first determine and apply the assessment criteria for the self-

assessment. They then reflect on the quality of their own performance against the assessment criteria, and identify their own strengths and weaknesses" (p. 3), so it could be a useful way to make student think about their capacities.

- **Hetero-evaluation:**

it is known as teacher evaluation. It is executed by the teacher or an external evaluator to assess students' learning and performance. The teacher uses a variety of assessment tools, such as tests, quizzes, projects or presentations to gather evidence of students' knowledge, skills, and understanding. This provides an objective assessment of students' progress.

11. 3 Grading criteria

In the article 10th of the Decree 30/2023, of March 16th, it is stated that the new educational law, LOMLOE, modifies the old evaluation criteria. According to this new Decree (2023), "in the CSE, the assessment results will be expressed in terms of "Insufficient (IN)" for negative grades, and "Sufficient (SU)", "Good (GO)", "Notable (NT)" or "Excellent (Ex)" for positive grades" (p. 15).

There are several reasons why descriptors are preferred over numerical grades. Firstly, descriptors provide a more detailed view of students' performance, allowing a more comprehensive assessment of their skills and competencies. Descriptors are often linked to specific standards and assessment criteria, which facilitates a more objective and transparent evaluation. Instead of only focusing on the numerical outcome, the emphasis is on valuing the learning process and providing constructive feedback to foster continuous improvement. This prioritizes growth and development, rather than just relying on a final grade.

A table like the following one could be utilized to assess the whole process:

Table 5

Rubric to assess the whole didactic unit

Name		Group			Subject		
	DC	CC	PC	LCC	CAEC	PSLLC	MSTEC
IN							
SU							
GO							
NT							
EX							

Note. Own elaboration

12. Conclusions

This didactic unit not only provides students with the necessary tools to communicate effectively in English, but also highlights the importance of new technologies and their control in our current society. By incorporating a topic such as marine life and the impact of human actions on the environment, students are able to connect with their daily lives and become aware of their responsibilities as global citizens. The use of interactive activities and teamwork encourages the development of key competences such as communication, critical thinking, and social skills. Through this approach, the unit aligns with the goals of the LOMLOE by placing the student at the center of the learning process and promoting their personal and social development. Therefore, this didactic unit could be considered as an effective means to achieve academic and personal growth, while promoting active and engaged learning in an entertaining way.

In order to achieve these goals, the use of active methodologies, such as Project-Based Learning (PBL) and Cooperative Learning, plays a crucial role in fostering student participation

and engagement. These methodologies promote collaborative work, critical thinking, problem-solving, and communication skills, allowing students to actively construct their knowledge and apply it to real-life situations. The interactive and playful activities integrated into the unit create a dynamic and engaging learning environment that stimulates students' curiosity and motivation.

Furthermore, it is important to emphasize the consideration of the diverse needs of all students. The unit incorporates strategies that address individual differences, ensuring that student has equal opportunities for learning and success.

Moreover, the selection of current and relevant topics in the unit ensures that students can relate to the content and see its significance in their lives. By addressing issues that are important to society, such as the Sustainable Development Goals, climate change, etc., students develop a sense of responsibility and become agents of change. This topic is particularly relevant for the Canary Islands, as they are intimately connected to the ocean and are part of their natural culture.

Also, it could be said that the integration of new technologies within the unit has been a success. Students have the opportunity to explore digital tools, such as online research, multimedia presentations, and interactive platforms, which are essential skills in the digital age. Through this technological incorporation, students not only improve their language skills but also develop their digital competences and their ability to do research and critically evaluate the information found through it.

In accordance with the LOMLOE and the Decree 30/2023, the unit aligns with the legal framework for education in the Canary Islands. It promotes student-cantered learning, personal and social development, and the acquisition of key competencies outlined in the curriculum.

In conclusion, this comprehensive and innovative didactic unit embraces active methodologies, covers diverse student needs, incorporates transversal themes, addresses current and relevant topics, integrates new technologies, and aligns with the educational regulations. By doing so, it provides a rich learning experience that not only enhances English language skills but also fosters personal growth, critical thinking, and global awareness.

13. Limitations and future lines of research

It is important to keep in mind that every didactic unit has its own limitations regarding timing, content, diversity, etc. Therefore, it must be analysed such possibilities.

While this didactic unit provides a comprehensive and engaging learning experience, it is important to acknowledge its **limitations**. One limitation is its timing within the academic curriculum. The unit covers a wide range of topics and skills, but due to time limitations, it may not be possible to cover each aspect in extensive detail. Therefore, future adaptations of the unit could explore the possibility of extending the duration or incorporating additional activities to allow for deeper exploration of certain concepts.

Another limitation is the reliance on technology and access to digital resources. While the integration of new technologies improves the learning experience, it is essential to consider the availability of technology and internet access for all students. In some cases, students may not have equal access to technology outside of the classroom, which could complicate their ability to fully engage with certain activities. Addressing this limitation may involve providing alternative resources or finding creative solutions to ensure all students can participate fully. It must be taken into account several possibilities such as the fact that not all schools have access to

technology or internet, or even the fact that not all students can afford technological devices due to economic issues. In situations like this, the teacher must be ready and have an alternative.

Building on the foundation of this didactic unit, there are several **potential lines of research** intended for the future. One area of investigation could be the impact of incorporating PBL and Cooperative Learning methodologies on students' language acquisition and the level of engagement in the learning process.

Additionally, further research could explore the effectiveness of transversal themes in promoting the learning and acquisition of key competencies. This could involve the study of the development of critical thinking, problem-solving skills, and communication abilities in students who engage in transversal activities across different subjects.

Finally, exploring the potential of emerging technologies, such as virtual reality or augmented reality, into the didactic unit could be an interesting area of research. Investigating how these technologies can enhance the learning experience, promote deeper understanding, and facilitate language acquisition would contribute to the evolution of language education.

In conclusion, by addressing the limitations and exploring these future lines of research, it is possible to further improve the effectiveness of the didactic unit and contribute to the field of English language education.

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15. Annexes

15.1 Annexe I

Figure 1

Quizlet. Website used for the vocabulary task in session 2

Note. Online tool used to create activities for students. https://quizlet.com/es

15.2 Annexe II

Table 6

Vocabulary chart used for session 2

Topic		Vocabulary		
SDG14	Overfishing	Coral Bleaching	Climate Change	Extinction of Species
-Marine pollution -Microplastic pollution -Marine environment -Plastic debris density -Protection of marine ecosystems -Ocean conservation	-Illegal fishing -Destructive fishing -Fish trade -Marine conservation	-Coral reefs -Coral health -Coral mortality -Coral restoration -Coral ecosystems -Coral species -Coral adaptation -Reef conservation	-Warming ocean, -Ocean temperature -Carbon cycle -Climatic hazards -Loss of biodiversity	-Marine biodiversity -Marine mammals -Deep sea organisms, -Abyssal seafloor, -Risk of loss of biodiversity -Marine conservation

Note. Own elaboration

15.3 Annexe III

Figure 2

Task 1. Session 2. Vocabulary flashcards in Quizlet

Note. Own elaboration. https://bit.ly/3JR4CW5
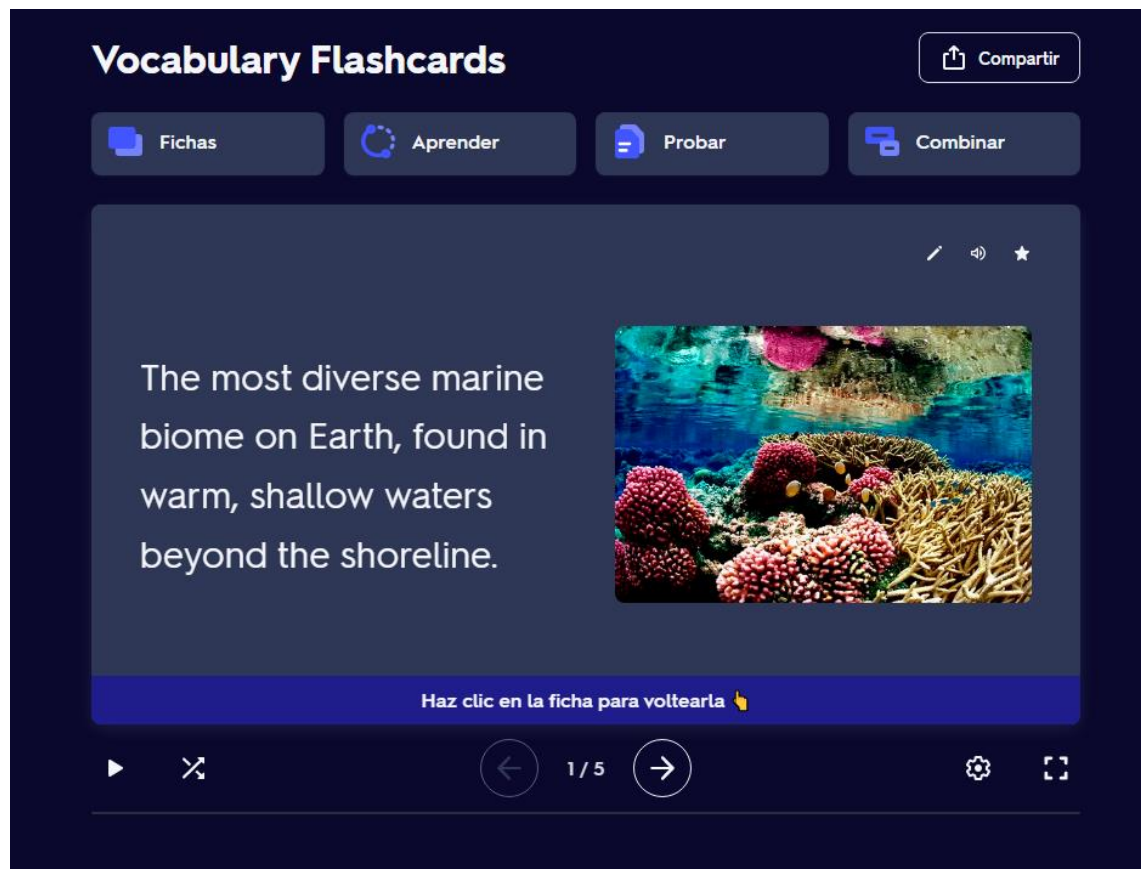
15.4 Annexe IV

Figure 3

Task 2. Session 2. Match game in Quizlet.

Note. Own elaboration. https://bit.ly/3JR4CW5
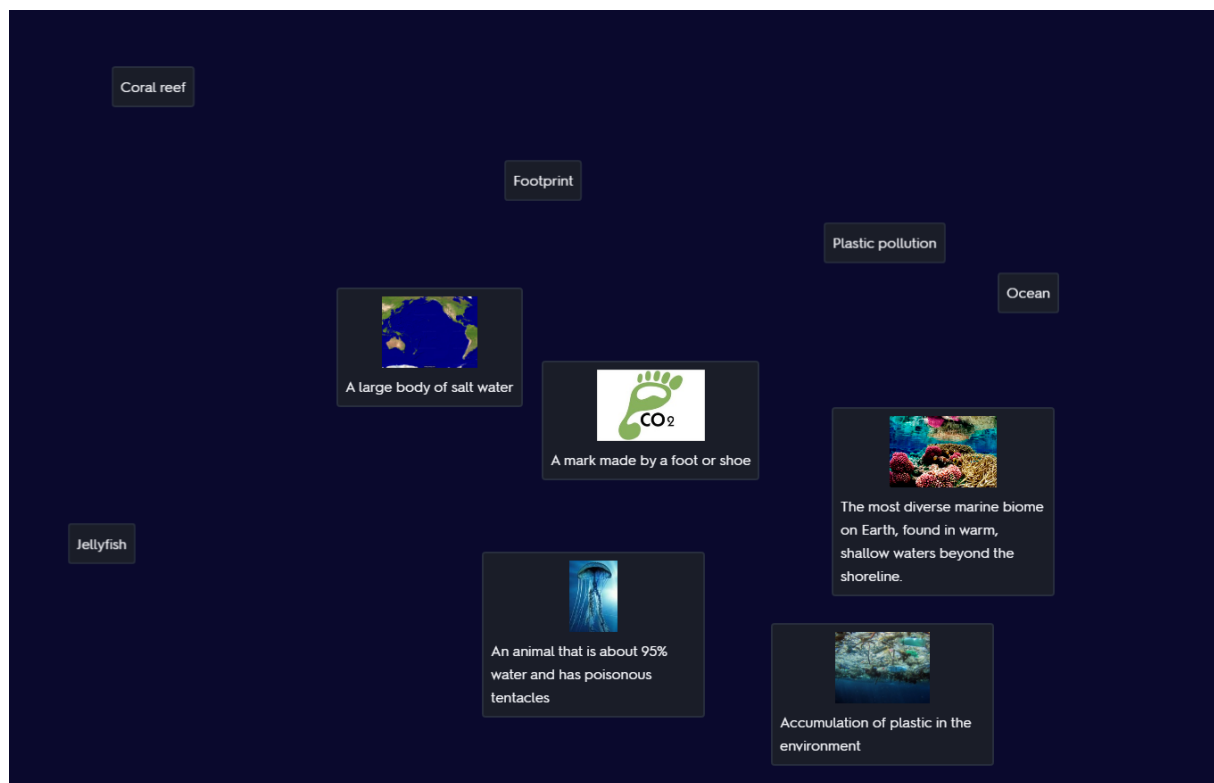
15.5 Annexe V

Figure 4

Task 3. Session 2. Quiz game in Quizlet.

Note. Own elaboration. https://bit.ly/3JR4CW5
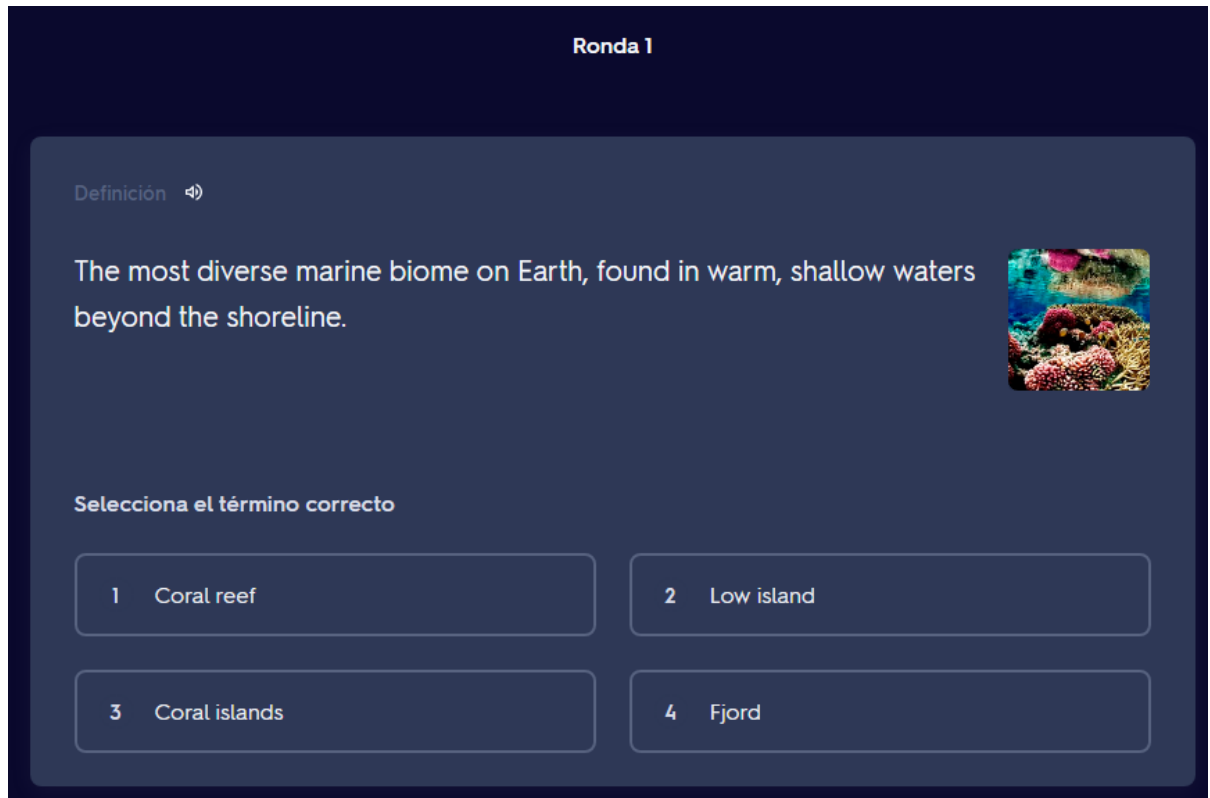
15.6 Annexe VI

Table 7

Self-assessment test for each session

Group			Date		
Instructions: please work as a group and assign a rating from 1 to 5 to each question, where 1 represents a low level and 5 represents a high level. Mark with an "X" the corresponding qualification.					
	1	**2**	**3**	**4**	**5**
How was the group dynamics?					
Was there effective communication among group members?					
How well did you solve the problems that arose?					
Did you reflect individually on the group work process?					
Did you experience positive emotions during the group work?					
Did you achieve the goals set as a group?					
How was the participation and contribution of each group member?					

Note. Own elaboration

15. 7Annexe VII

Figure 5

Canva. Website intended to create presentations, projects, letters, billboards, etc.

Note. Online tool. https://www.canva.com
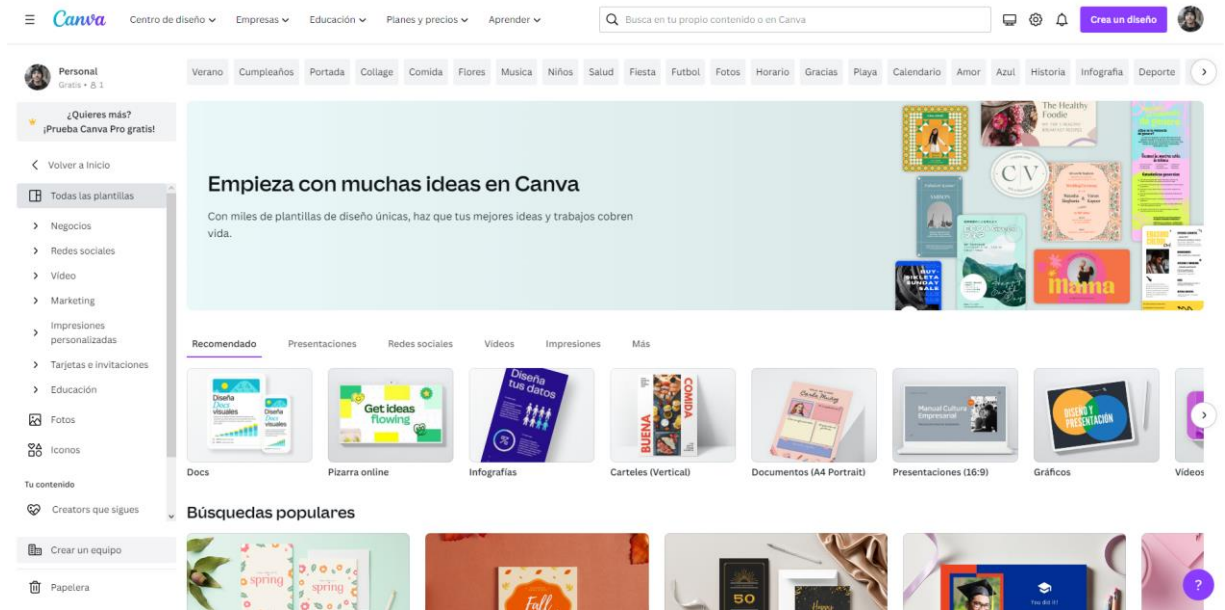
15.8 Annexe VIII

Figure 6

Task 4. Session 3. Billboard in Canva

Note. Own elaboration. https://bit.ly/3pGeB9J

15.9 Annexe IX

Figure 7

Task 5. Session 3. Flipgrid video

Note. Own elaboration. https://bit.ly/44gtFd7

15.10 Annexe X

Figure 8

Task 6. Flipgrid games

Flipgrid Game

⚪ Game Round 1: Hypothetical Situations

Assign each group a specific topic related to marine life, such as "If you discover a new species of marine animal, what would you do?"

1. Flipgrid Recording:
   1. The first student in each group will record a video presenting the hypothetical situation using the first conditional of 1-2 minutes.
   2. The rest will respond to the initial video with a possible consequence using the first conditional.

2. Game Round 2: Scenarios for Role-Play

1. Each group has different scenarios related to marine life, such as "If the ocean becomes too polluted, what actions would you take?"
2. Assign roles to each group member for the role-play. Encourage creativity and engagement during the role-play.
3. each group will create a short role-play video based on their assigned scenario.
4. The role-play video should be approximately 5 minutes long.
5. Each student must actively participate and speak in the video.

Have fun!

Note. Own elaboration. https://bit.ly/3D4RfgW

15.11 Annexe XI

Figure 9

Task 7. Collaborative Letter Activity

Canva Letter Creation

1 Use Canva to create a collaborative letter with your group partner.
- Include your own ideas and research findings related to the assigned marine life topic.
- Ensure the use of appropriate language, grammar, and the future simple tense to express thoughts and proposals.
- Aim for a comprehensive and visually appealing letter.

S Review and Feedback:
- Share your completed letters with another group.
- Provide constructive feedback on the content, clarity, and effective use of the future simple tense in their letters.
- Focus on helpful suggestions to enhance their work.

Conclusiones
Remember to collaborate effectively with your partner!

Note. Own elaboration. https://shrturl.app/8ipDJ1

15.12 Annexe XII

Figure 10

Rubric used by the teacher to evaluate the content of the final project.

Evaluable Points	Perfectly done!	You really impressed me!	This is acceptable	You almost got it!
Understanding of the topic	The group demonstrated a *comprehensive* understanding of the topic and conveyed it *clearly* and *effectively*.	The group showed a *good* understanding of the topic and conveyed it *well*.	The group showed a *satisfactory* understanding of the topic, *but* some aspects were *not clear*.	The group had a *limited understanding* of the topic and *struggled* to convey it.
Use of grammar and vocabulary taught in class	The group *expertly* used all required elements and vocabulary with ease and *precision*.	The group *effectively* used all required elements and vocabulary.	The group *made an effort* to use all required elements and vocabulary, but some *mistakes* were made.	The group *struggled to use* all required elements and vocabulary correctly.
Creativity level of the project as a group	The group demonstrated *exceptional creativity*, *originality*, and *innovation* in their project, which was *engaging* and interesting.	The group showed *good creativity*, *originality*, and innovation in their project, which was *engaging* and interesting.	The group had *some creative ideas* in their project, *but* some parts were *not engaging* or interesting.	The group's project *lacked creativity*, originality, and innovation, and was *not engaging or interesting*.
Preparation and organization of the presentation	The group was *very well-prepared*, and the presentation was *perfectly organized*, with a clear structure and smooth transitions.	The group was *well-prepared*, and the presentation was organised, with a *clear structure* and transitions.	The group was *adequately prepared*, but some aspects of the presentation could have been *better organized*.	The group was *not well-prepared*, and the presentation was *disorganized* and *lacked structure* and transitions.
Fluency of the presentation	The group presented *flawlessly*, with *perfect fluency*, rhythm, and intonation,	The group presented well, with *good fluency*, rhythm, and intonation, making it *mostly*	The group had some *issues with fluency*, rhythm, and intonation, which made it *somewhat difficult*	The group had *significant issues with fluency*, rhythm, and intonation, making it *very difficult to*

	making it *easy to understand* and follow.	*easy to understand* and follow.	*to understand* and follow.	*understand* and follow.
Understanding of the management of online tools	The group showed an *excellent* understanding of the *management* of online tools.	The group showed a *good* understanding of the *management* of online tools.	The group had some *issues with the management* of online tools.	The group *had significant issues* with the *management* of online tools.

Note. own creation

15.13 Annexe XIII

Figure 6

Assessment survey that the different groups in class would use to evaluate their classmates' projects

Final Group Task For each presentation, cross what your group consider to be correct about your classmates' projects.	1st Group: NAME	2nd Group: NAME	3rd Group: NAME	4th Group: NAME
The presentation shows **basic use** of the vocabulary seen in this unit, the use of **grammar is not very varied** and the design or content is **not very attractive**. Besides, the oral presentation has not been really good.				
The presentation shows an **acceptable use** of the vocabulary and grammar seen in this unit, and the design or content is **a little bit attractive**. Besides, the oral presentation has been acceptable (few hesitations and an acceptable corporal language)				
The presentation shows a **competent use** of the vocabulary and grammar seen in this unit, and the design or content is **a properly attractive**. Besides, the oral presentation has been acceptable (few hesitations and an acceptable corporal language)				
The presentation shows an excellent use of the vocabulary and grammar seen in this unit**,** it is highly **attractive** and the oral presentation has been very good (fluency, body language, etc.)				

Note. Own creation.

15.11 Annexe XI

Figure 7

Competence blocks for 3rd CSE of English in the Autonomous community of the Canary Islands.

Specific Competency **1. Understand and interpret the general meaning and the most relevant details of texts expressed clearly and in standard language, seeking reliable sources and using strategies such as inference of meanings to respond to specific communicative needs.**	**Operational descriptors of key competencies. Output profile** LCC2, LCC3, PC1, PC2, MSTEC1, DC1, PSLLC4
Evaluation criteria	
1.1. Select relevant information, analyze and extract the overall meaning and specific and explicit information, interpret and assess the content and discursive features of simple oral texts on everyday topics, of personal relevance or public interest close to their experience, expressed clearly through various media, using fluently and appropriately one or more languages in addition to familiar ones to build knowledge and respond to specific communicative needs.	LCC 2, LCC 3, PC 1, PC 2
1.2. Select relevant information, extract the overall meaning and main ideas, interpret and assess the content and discursive features of simple written and multimodal texts on everyday topics, of personal relevance or public interest close to their experience, expressed clearly through various media, as well as adapted literary texts at the students' level of maturity, applying criteria of validity and quality, and using fluently and appropriately one or more languages in addition to familiar ones to build knowledge and respond to specific communicative needs.	LCC 2, LCC 3, PC 1, PC 2

| 1.3. Apply progressively autonomous knowledge and the most appropriate strategies in each communicative situation to understand the general meaning, essential information, and the most relevant details of texts, infer meanings, interpret non-verbal elements, as well as conduct searches to select and manage accurate information and enrich their individual linguistic repertoire. | MSTEC 1, DC1, PSLLC4 |

Explanation of the competency block

Through this competency block, it will be confirmed that students are capable of selecting relevant information, analyzing and extracting the overall meaning and main ideas from written, oral, and multimodal texts, using learning resources such as dictionaries or other digital resources. Additionally, it aims to verify that students interpret and evaluate information from simple texts on everyday topics, employing a repertoire of strategies such as relying on textual and paratextual cues to locate information or making assumptions to improve comprehension. Furthermore, it seeks to verify that students progressively apply common knowledge and strategies for searching and selecting information autonomously, acquiring knowledge and expanding their individual linguistic repertoire with common and student-relevant vocabulary. It also aims to confirm that students recognize contextual models and frequent discursive genres in the comprehension of oral, written, and multimodal texts, whether simple, literary, or non-literary, related to health, physical activity, the environment, communication, technology, among others, to progressively improve their level of comprehension.

| **Specific Competency**

2. Produce original texts of medium length, simple, and with clear organization, using strategies such as planning, compensation, or self-repair to creatively, appropriately, and coherently express relevant messages and respond to specific communicative purposes. | **Operational descriptors of key competencies. Output profile**

LCC 1, PC 1, PC 2, MSTEC1, DC2, PSLLC5,CAEC 3 |

Evaluation criteria	
2.1. Elaborate and orally express simple, structured, understandable, coherent, and situationally appropriate texts on everyday topics that are of personal relevance or public interest and close to students' experience, using different media and doing so creatively, as well as showing empathy and appreciation for others' productions, in order to respond to specific communicative purposes.	LCC 1, PC 1, CAEC 3
2.2. Write and disseminate medium-length texts on everyday topics that are of personal relevance or public interest and close to students' experience, doing so with acceptable clarity, coherence, cohesion, correctness, and appropriateness to the proposed communicative situation, textual typology, and analog and digital tools used, employing creativity and showing empathy and appreciation for others' productions, as well as respecting intellectual property and avoiding plagiarism, in order to respond to specific communicative purposes.	LCC 1, PC 1, CAEC 3
2.3. Select, organize, and apply knowledge and strategies in the development of coherent, cohesive, and contextually appropriate texts, considering communicative intentions, contextual characteristics, sociocultural aspects, and textual typology, using their linguistic repertoire and using the most appropriate physical or digital resources based on the task and the needs of the audience or potential reader to whom the text is addressed, to plan, produce, revise, cooperate, and continue progressing in the learning process.	PC 2, MSTEC 1, DC2, PSLLC 5

Explanation of the competency block

Through this competency block, it will be verified that students are capable of progressively autonomously drafting, expressing, and disseminating oral and written texts in different media on topics of relevance to students in personal, educational, or public domains close to students' experience. These texts should be simple and clearly structured, employing common linguistic elements that provide them with appropriate cohesion and coherence. They should be produced with originality and adapted to the communicative intention and sociolinguistic conventions, using their linguistic repertoire to respond to specific communicative purposes in which a critical and reflective point of view is adopted. Additionally, it will be sought to confirm that students select, organize, and apply strategies that involve planning, co-evaluation and self-evaluation, compensation, non-verbal communication

Specific Competency **3. Interacting with others with increasing autonomy, using cooperation strategies and employing analog and digital resources, to respond to specific communicative purposes in respectful exchanges following the norms of courtesy. Operational descriptors of key competencies.**	**Operational descriptors of key competencies. Output profile** LCC 1, LCC 5, PC 1, PC 2, MSTEC 1, DC3, PSLLC 3, CC3
Evaluation criteria	
3.1. Planning, participating, and collaborating in simple oral and written interactive situations on everyday topics of personal relevance or public interest that are close to their experience, using linguistic courtesy and demonstrating proactivity, empathy, and respect for the different needs, ideas, concerns, initiatives, and motivations of the interlocutors. The goal is to respond to specific communicative purposes, strengthen personal connections, and participate in social life.	LCC 1, LCC 5, PC 1, PSLLC 3
3.2. Selecting, organizing, and progressively autonomously using appropriate strategies, utilizing their linguistic repertoire, to anticipate, initiate, maintain, and conclude communication. This includes taking turns to speak, requesting and providing clarifications and explanations, reformulating discourse, and collaborating, debating, and problem-solving. The aim is to express oneself in simple interactive situations in the foreign language across different media.	PC 2, MSTEC 1, DC 3, CC3

Explanation of the competency block

Through this competency block, it will be verified that students can navigate interactive situations such as interviews, phone conversations, discussions within a work group, or exchanges of simple informal correspondence, adapting to the communicative function and using common or frequent linguistic conventions and elements. Additionally, it will be sought to confirm their participation and cooperation in group activities, both inside and outside the classroom, employing virtual tools or platforms diligently and creatively. It will also be verified that they show empathy towards the interlocutors and are capable of resolving problems and managing challenging situations. Likewise, it will be ascertained that they progressively autonomously employ a repertoire of strategies, such as using prefabricated language, scripts or outlines, prewriting, or lexical and syntactic transfer, along with other resources, in order to adjust to the task. Consequently, during its development, they should employ methods involving self-evaluation, co-evaluation, and self-repair, incorporating the experiences of others into their learning. Finally, it will be confirmed that they maintain motivation and interest in engaging in communicative exchanges in the foreign language to expand their linguistic repertoire.

Specific Competency	Operational descriptors of key competencies. Output profile
4. Mediating in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, to transmit information effectively, clearly, and responsibly. Operational descriptors of key competencies.	LCC 5, PC 1, PC 2, PC 3, DC 2, PSLLC 1

Evaluation criteria	
4.1. Infer and explain texts, concepts, and simple communications autonomously, orally or in writing, in everyday situations in personal, social, educational, and professional contexts, showing empathy towards the interlocutors and respect for the languages used. Additionally, participating in the solution of intercomprehension and understanding problems in the environment, utilizing various resources and supports to construct knowledge and transmit information clearly and responsibly.	LCC 5, PC 1, PC3
4.2. Apply strategies with some autonomy that help bridge communication gaps, facilitate understanding, and serve to explain and simplify texts, concepts, and messages. These strategies should be appropriate to the communicative intentions, contextual characteristics, and textual typology, making use of their linguistic repertoire and emotional management skills, as well as physical or digital resources and supports according to the needs of each moment. The goal is to explain and simplify texts, concepts, and messages.	PC 2, DC 2, PSLLC 1

Explanation of the competency block

Explanation of the competency block This competency block aims to verify that students are capable of mediating orally or in writing with some autonomy, using simple strategies and knowledge to infer and explain concepts, texts, or communications in a straightforward manner, in order to actively and informedly transmit information through coherent, cohesive, and correct texts in situations that embrace diversity. Additionally, it seeks to confirm that students are able to show respect and empathy towards interlocutors and appreciation for the languages used, as well as to utilize motivation and emotional management effectively. Similarly, it will be verified that they actively participate in solving intercomprehension and understanding problems, progressively adopting a critical and reflective perspective, in order to transmit information clearly and responsibly with a varied linguistic repertoire. It will also be verified that students can apply strategies with some autonomy that help bridge communication gaps, such as making lexical or syntactic transfers or reasoning strategically, adapting to communicative intentions, contextual characteristics, and text types in everyday situations in personal, social, and educational contexts. They will optimize the use of physical or digital resources and supports according to the needs of each moment.

Specific Competency	Operational descriptors of key competencies. Output profile
5. Expand and use personal linguistic repertoires across different languages, critically reflecting on their functioning and becoming aware of their own strategies and knowledge to improve their response to specific communicative needs.	PC 2, MSTEC 1, DC 2, PSLLC 1, PSLLC 4,PSLLC 5, EC2
Evaluation criteria	
5.1. Identify, record, and share progress and learning difficulties in the foreign language with the support of other participants and analog and digital resources. Select the most effective strategies in planning, self-evaluation, and co-evaluation activities, such as those proposed in the European Language Portfolio or learning journals. Compare and argue the similarities and differences between different languages, progressively reflecting on their functioning autonomously, leading to the transfer of knowledge and strategies to different everyday social contexts. This allows for the expansion of their individual linguistic repertoire, overcoming obstacles, and consolidating their learning in the foreign language.	PC 2, MSTEC 1, DC 2, PSLLC 1, PSLLC 4 PSLLC 5, EC 2

Explanation of the competency block

Through this competency block, it will be verified that students enhance their individual linguistic repertoire by establishing connections between different languages, applying inductive, deductive, or logical methods to extract relevant information, relying on elements such as context, co-text, or lexical derivation. Additionally, it aims to confirm that students employ tools and strategies, either individually or in groups, such as drafting and correcting drafts, note-taking, active listening, essay writing, and identifying common errors. They may also use perseverance, decision-making skills, or expressions and vocabulary to exchange ideas about their own communication and learning (asking for the meaning of a word or expression, seeking clarification, handling linguistic terms, etc.). Furthermore, it seeks to validate that students set short and medium-term goals for tasks and document their planning and evaluation processes, sharing reflections and emotions derived from their learning experiences and integrating the learning experiences of others. Similarly, it aims to demonstrate the use of digital and analog tools such as immersive readers, digital translators, dictionaries, websites, handouts, portfolios, etc., which students integrate into their personal learning environment. All of this allows them to maintain motivation, consolidate, and advance in learning the foreign language, transferring knowledge and strategies to different social contexts.

Specific Competency **6. Critically appreciate and adapt to linguistic, cultural, and artistic diversity through the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations. Operational descriptors of key competencies.**	**Operational descriptors of key competencies. Output profile** LCC LCC 5, PC 3, PSLLC 1, CC2, CC3, EC 1, CAEC 1
Evaluation criteria	
6.1. Critically and empathetically appreciate and respect the linguistic, cultural, and artistic diversity of the Canary Islands and the countries where the foreign language is spoken, applying strategies progressively autonomously in everyday intercultural communicative situations, with resilience, showing interest in proposing solutions to sociocultural communication difficulties, building connections between Canary Islands' heritage and that of other cultures, and promoting the development of a shared culture and engaged citizenship committed to sustainability and democratic values, to approach moral or cultural differences with a dialogical, argumentative, respectful, and opposed attitude towards any form of discrimination or violence.	LCC 5, PC 3, PSLLC 1, CC2, CC3, EC 1, CAEC 1
Explanation of the competency block	

Explanation of the competency block

This competency block confirms that students are able to critically appreciate linguistic, cultural, and artistic diversity and show respect and appreciation for both Canary Islands' culture and others, using the foreign language in everyday contexts as a means of communication and personal enrichment. It also verifies that students identify and share similarities and differences between languages and between Canary Islands' culture and other cultures, and promote relevant aspects of Canary Islands' cultural, natural, and artistic heritage. They apply strategies progressively autonomously, aiming to uphold eco-social and democratic values that promote sustainability, defense of freedom of expression, equality (with particular attention to gender and human rights), and the inherent enrichment of diversity.