Universidad Zaragoza
1542

Trabajo Fin de Máster

La pertinencia de la instrucción diferenciada y las inteligencias múltiples al diseñar actividades para la clase de inglés como Lengua Extranjera: Programación Anual y Unidad Didáctica

The relevance of differentiated instruction and multiple intelligences when designing activities for the EFL classroom: Course Plan and Learning Unit of Work

Autor/es

Marta Guillén Clavería

Director/es

Ignacio Vázquez Orta

TABLE OF CONTENTS

1. INTRODUCTION

Differentiated instruction is an approach that makes use of different tasks, assessments, groupings and resources to assist in the students´ learning process. This approach is related to the concept of Multiple Intelligences. According to Gardner (1996), the concept of Multiple Intelligences has led educators to view that a learner can manifest different forms of smartness thereby, a learner who is strong, for example, in interpersonal intelligence may thrive in the context of group work and interaction, while a student who has high spatial intelligence will perform well with plenty of charts, diagrams, and other visuals.

Regarding these perspectives teachers have to know that every student learn in his/her own way, so we have to give them the possibility of working in multiple ways in order to approach a topic from different angles. Flexibility is a significant skill that teachers need in order to meet the challenge of adapting our work to the current society and their students' necessities. As stated by Leila Christenbury, (2010) in her article titled *The Flexible Teacher*: "there is no recipe or formula for being an effective teacher. Instead, a teaching depends on the teachers' ability to respond to the classroom context and to adjust instruction to serve student needs. Such teaching requires that teachers be given autonomy and that they be fearless in putting student learning first." (46).

We cannot deny the importance of a differentiated instruction to achieve an effective teaching and learning in the classroom; however, during my placement period I could observe that it would not be possible without a very good planning of the lessons. Teachers have to take decisions every day considering the context of the school. It is essential to know the law you have to follow, the organization of the school and its facilities and also the problems of every single student and its possible resolutions. Most of these aspects are included in two of the projects I have designed in coordination with my Master´s classmates which I will go to present and analyze later.

First of all, I would like to explain the reasons why I have decided to be a Secondary Education teacher. Nowadays, Spain is in a period of change and instability which affects to the Educational System. In recent years, the budget for education has been reduced in our country, fact that together with the low level of English of the Spanish people compared to the rest of the European countries and the high percentage of school leavers have created a worrying situation in Spain. These problems do not make easy our profession but at the same time teachers have the opportunity and also the responsibility of changing such a difficult view.

When I was a high school student, I was not aware of the impact of teachers on learners but with the passing of time I have discovered that all the teachers I had during my school years have influenced me in a positive way. Although I did not like all my teachers and/or their subjects I have learnt a lot from them. Some of my teachers have become a model that have instilled in me their passion for the teaching profession and others have taught me what I should not do in my future as an English teacher. Lately, I have noticed that the role of the teacher has changed a lot. In the past, the teacher was considered as a merely transmitter and an authority figure while current teachers rather adopt the role of facilitator or helper and rather a flexible figure.

One of the most important ideas I have learnt in the Master is that students learn in their own way, and this is the reason why I have chosen differentiation and multiple intelligences for this dissertation. Diversity is a reflection of the current society that is present in every school and which cannot be ignored because it plays a very important role in the classroom. Hence, teachers must adapt our teaching and methodology to the students´ learning needs and interests.

Thus, the aim of this project is to make a critical reflection and analysis of my own learning process during this course, my teaching experience in the practical period in the school Agustín Gericó as well as a general vision of the most relevant aspects in relation to differentiation while studying this Master and my expectations as a future EFL teacher.

In order to do this, my project is divided into six different sections. Firstly, I will remark some essential points in the teaching profession such as flexibility and differentiated instruction taking into account all I have learnt throughout the year and my observations during the placement period. Secondly, I will justify the choice of the two projects performed in the Master: the Course Plan and the Learning Unit of Work, giving reasons about their usefulness. Then, I will provide the theoretical framework corresponding to differentiation and multiple intelligences, making reference to the LOE and the LOMCE Aragonese Curriculums; and I will provide an analysis on the main principles that differentiation follows in both projects highlighting possible connections, explaining carefully the learning achieved through them and pointing out and justifying some of the decisions I made. In addition, I will include in this section my experiences during my placement period with regards to differentiated instruction in the EFL classroom. Finally, I will present some conclusions

taking into account both theory and practice and I will also develop some proposals to deal with diversity and multiple intelligences in my future as an ESL teacher.

2. JUSTIFICATION

The main reason that prompted me to talk about differentiation is the fact that today we live in a society where diversity is very present. As stated by VanSciver, (2005) "Teachers are now dealing with a level of academic diversity in their classrooms unheard of just a decade ago" (VanSciver, 2005: 534). Thus, as a future teacher I want to be part of this reality and promote inclusive school where all students are treated equally. I believe it has enormous social benefits such as peaceful coexistence, mutual respect and companionship. In addition I want to recognize diversity as a right and a value and this has to be produced respecting students in their difference.

> [1]Las niñas y los niños que acuden a la escuela no son niñas ni niños imperfectos, sólo son eso: niñas y niños. No son seres inmaduros e incompletos, porque no les falta nada de lo peculiar de ser niña o niño, son sencillamente niños. Y en ese ser niños, se puede ser de etnia gitana, tener síndrome de Down, padecer una enfermedad contagiosa, tener parálisis cerebral o ser sencillamente niña o niño, y nada de esto configura un defecto ni una lacra social, sino un valor (Lopez Melero, 2015: 22).

Therefore, as future teachers we must be aware that we are in a multicultural society, with different family structures and very different types of students. These differences will be presented in the classroom and we must be able to face them and provide students with the assistance they need in order to reach the objectives.

Both the Course Plan and the Learning Unit of Work are projects designed taking into account the Aragonese Curriculum which emphasizes the importance of differentiated instruction to cover student´s needs. Thus, these projects mainly based on planning and designing activities should provide a set of strategies that pay attention to differentiation.

I have to say that I studied English Philology, a degree that is not focused on teaching at all; therefore, most of the concepts about education issues such as differentiated

---

[1] **My own translation: "Girls and boys attending school are not imperfect children, they are just that: children. They are not immature or incomplete beings because they do not lack anything of the peculiarity of being a girl or a boy, they are just children. And being a child may involve being a gipsy, having Down syndrome, suffering from a contagious disease, having cerebral palsy or simply being girl or boy, and none of this sets a defect or a social evil, but a value".**

instruction and multiple intelligences were completely new for me and I considered them to be quite difficult to understand. In this sense, the elaboration of the Course Plan helped me to clarify some of these concepts.

On the other hand, in the Learning Unit of Work corresponding to the second semester, I reflected all the learning received during a second and longer placement period and also I could apply it when designing activities taking into account the student´s individual needs and their multiple intelligences.

Furthermore, throughout the last placement period I could also observe what kind of differentiated strategies were used in terms of differentiation and reflect about their effectiveness in a school where diversity is outstanding.

These are the main reasons why I have decided to choose The Year Plan and The Learning Unit to elaborate this final essay. In the next section I will provide the theoretical framework in accordance to planning and differentiated instruction and multiple intelligences.

3. THEORETICAL FRAMEWORK

Our educational system points out the current curriculum as a key element for the elaboration of a planning to teach during the course. As stated by Richards and Renandya 2002: 70), the term curriculum is defined as "a specification of the content and the ordering of *what* is to be taught and refers to all aspects of the planning, implementation and evaluation of an educational program, the *why*, *how* and *how well* together with the what of the teaching learning process".

With respect to our national curriculum, the LOE Aragonese Curriculum (Orden, 9 Mayo, 2007) is constituted by the following main elements: the general stage objectives, the eight main competences, the contents, the methodological principles, and the evaluation criteria. Both the Year Plan and the Learning Unit of Work, reveal an obvious connection with the syllabus since they must be designed taking into account the indications presented in it. Therefore, the curriculum, as well as the two selected projects lay the bases for a guide for both students and teachers, thus it is essential that their elements are closely interconnected to each other to be coherent and effective patterns.

Regarding the significance of responding to the diversity of the students in classrooms, our current Curriculum, the LOE Aragonese Curriculum is quite flexible in terms of methodology. However, as it has been previously mentioned it still emphasizes the importance of quality education for all types of students when stating: [2]"La diversidad de capacidades, motivaciones e intereses del alumno require la formulación de un currículo flexible, capaz de dar respuesta a la diversidad. Por ello la concreción del currículo permitirá incorporar procedimientos diversos que susciten el interés del alumnado y que favorezcan diversos tipos de agrupaciones para facilitar la motivación de los alumnos y el proceso de enseñanza y aprendizaje."

As far as the general methodological section is concerned, the LOMCE Aragonese Curriculum (Orden, 15 Mayo, 2015) also emphasizes the importance of differentiated

---

[2] **My own translation:** *Students are diverse in terms of skills, motivations and interests, a fact that requires the formulation of a flexible curriculum, able to respond to this diversity. Therefore, the specification of the curriculum will incorporate different procedures which raise the interest of students and to encourage various types of groups in order to facilitate the motivation of students as well as the teaching and learning processes.*

instruction claiming in an extensive way: [3]"La atención a la diversidad de los alumnos como elemento central de las decisiones metodológicas. Conlleva realizar acciones para conocer las características de cada alumno y ajustarse a ellas combinando estrategias, métodos, técnicas, recursos, organización de espacios y tiempos para facilitar que alcance los estándares de aprendizaje evaluables; así como aplicar las decisiones sobre todo lo anterior de manera flexible en función de cada realidad educativa desde un enfoque inclusivo".

Additionally, this section in the LOMCE Curriculum includes a reference to multiple intelligences that says: [4]"El desarrollo de las inteligencias múltiples desde todas las materias y para todos los alumnos. Para ello se deben incluir oportunidades para potenciar aquellas inteligencias en las que cada alumno presenta mayores capacidades. Por otra parte, supone dar respuesta a la diversidad de estilos de aprendizaje existentes a través de la combinación de propuestas diversas que abarquen todas las capacidades incluidas". Therefore, when designing course plans, teachers have to bear in mind the diversity of the students and their different learning paces since it is a clear requirement in our current laws, the LOMCE and the LOE Aragonese Curriculum.

According to Hall, (2002), differentiated instruction (DI) is defined as an approach to teach whose main aim is to maximize student´s growth and individual success by meeting students where he or she is and assisting in the learning process. To achieve these goals, the American Educator Carol Ann Tomlinson, (1999) exposes that this kind of instruction follows three important principles: Challenging tasks, which are adapted to the different levels of the students, organising the class into flexible groups, based on constant assessment of the students' learning needs and a constant assessment and improvement of both, of the goals and materials, which are going to be the basis for the critical analysis in this dissertation.

---

[3] **My own translation:** *Attention to diversity as a key factor in the methodological decisions. It involves taking action to meet the characteristics of each student and adjust to them combining strategies, methods, techniques, resources, organization of space and time in order to facilitate the reach of evaluable learning standards; and to apply the already mentioned decisions flexibly according to each educational reality from an inclusive approach.*

[4] **My own translation:** *Development of multiple intelligences from all subjects and for all students. It should be included different opportunities to enhance those intelligences in which each student has greater capabilities. On the other hand, it means to respond to the diversity of existing learning styles through the combination of various proposals covering all the included capabilities.*

Tomlinson also explains in her book *Differentiation of Instruction in the Elementary Grades, (2000)* that teachers can differentiate at least four classroom elements based on student readiness, interest or learning profile. These four elements are **Content**, referred to what the student needs to learn or how the student will get access to the information; **Process**, that consists on activities in which the student engages in order to make sense of or master the content; Products which are culminating projects that ask the student to rehearse, apply and extend what he or she has learned in a unit; and Learning environment or the way the classroom works and feels.

This concept of differentiated instruction is closely connected to the Gardner's theory existence of multiple intelligences, since this kind of instruction raises the need to meet students in order to develop their talents. Gardner (1999) establishes eight basic types of intelligences that learners can manifest: Spatial, linguistic, logical-mathematical, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalistic. Taking into account these number of forms of smartness, learners develop their knowledge in a different way, therefore teachers should function as a guide to make students recognize their unique strengths and weaknesses to better accomplish their purposes. In accordance to this fact, Armstrong (1994), states that most educators who follow a multiple intelligence (MI) approach promote the use of a variety of activities and techniques in order to appeal to as many learners as possible.

One of the main strategies proposed in order to develop some of the multiple intelligences through the combination of differences is the use of Cooperative Learning in the classroom. As Kagan states: "When we teach using any kind of cooperative structure, we match the dominant intelligence of some students, but develop a non-dominant intelligence for others" (3.5).

Furthermore, Cooperative Learning is defined by Johnson, D.W, Johnson, R.T and E. Holubec. (1994) as "the instructional use of small groups that allows students to work together to maximize their own and each other's learning".(Johnson, D.W, Johnson, R.T and E. Holubec. 1994 page). In this sense, Cooperative Learning is a method helps students to recognize their strengths and weaknesses and set their own learning goals through the use of flexible grouping and clear learning goals. As Richards and Bohlke state: "When using a particular grouping arrangement, such as pair work or group work, it is important to make the purpose of the grouping arrangement clear to the students. Having students work in pairs

or groups does not serve any useful purpose if the teacher continues to teach to the whole class despite the fact that students are in pairs or groups." (Jack C. Richards and David Bohlke: 2011: 18)

However, not only attending and developing the students' multiple intelligences are important in terms of diversity. As I have already mentioned, students have different types of intelligences but also different learning styles, initial levels, interests and motivations. Richards and Bohlke (2011) explains that students may approach language learning in different ways because their educational background and language-learning experience have established a particular set of beliefs and preferences about how best to learn a language. These different ways are referred to as differences in cognitive styles or learning styles.

> So while some students enjoy games and role plays, others may feel that such activities do not have a real teaching goal. Some students may want the teacher to correct any mistakes in their pronunciation, while others may feel that pronunciation is less important than fluency. Some students may feel more comfortable when the teacher is engaging in whole-class teaching, while others may prefer group-based learning. There are also students who prefer learning from technology and media-based resources to learning from books and other print-based materials (Richards and Bohlke, 2011: 29).

Thus, teachers should recognize the best teaching principles, techniques, and learning approaches by discussing with the learners about their learning-style preferences. (Richards and Lockhart, 1994).

To deal with these differences among students, it is essential to consider the choice of activities in the classroom as a key element. Richards and Bohlke, (2011) expose that it is important to avoid misunderstanding by sharing with the students the reasons for choosing the kinds of activities assigned and the particular teaching approach used, rather than imposing them on the students without explanation. According to Dornyei (1994), one of the most important motivational components in the classroom refers to the extent to which the

instruction or course content are seen as relevant to achieve their goal. Therefore, he proposes to discuss with the students the teaching materials for the course, pointing out their strong and weak points in order to motivate them.

As it has been said in the introductory section, when talking about materials we have to take into account that we live in a digital era. The current society provides the possibility of dealing with diversity by the use of a lot of technological devices as TVs, cassette recorders, computers, laptops or tablets. Warschauer and Healey (1998: 59) offered some benefits of including a computer component in language instruction such as individualization in a large class, and variety in the resources available and learning styles used. Thus, teachers may take advantages of these resources to provide students different opportunities of learning, to develop their language skills as well as to motivate them.

4. CRITICAL REFECTION

This critical refection is divided into two parts. Firstly I will analyse some elements in the Course Plan and the Learning Unit of Work in order to demonstrate the strengths as well as the weaknesses which contribute or not to an effective planning with regards to differentiated instruction in the EFL classroom. Then, it will be reflected my experience regarding to the way to deal with students with different learning styles and/or abilities during my placement period.

4.1 DIFFERENTIATED INSTRUCTION AND MULTIPLE INTELLIGENCES IN THE YEAR PLAN AND THE LEARNING UNIT OF WORK

Concerning the ideas of theoretical framework, it is clear that both students and teachers need the setting of a structure of what is going to be taught and learnt in the classroom. As Rogers, (1983) claims: "The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge give a basis for security" (120). Therefore, teachers have the responsibility of providing such security by means of an effective planning in order to respond to the students´ learning needs. As it has been previously shown, the two assignments I have elaborated in the first and in the second term were designed following a task-based approach and taking into account the role of differentiation in the same course of Secondary Education but contextualized in different schools and in accordance to the LOE and the LOMCE Aragonese Curriculum that emphasize the importance of differentiation and multiple intelligences in Secondary Education.

The elaboration of the Course Plan was especially difficult for me, since it was carried out in the first term of the present course. It is a project elaborated in a group of four people and two of us stayed in the school Agustín Gericó during the placement period, so we decided to contextualize our Year Plan here. Agustín Gericó is a catholic state-subsidised school located in the urban area of San José, in Zaragoza. This is a very populated area where a large part of the population is immigrant, reason why the school presents a high percentage of immigrant students, most of them coming from South American and African countries.

The different socio-cultural backgrounds of these immigrant students make that some of them have difficulties in maintaining the level. They usually have significant learning differences with respect to the rest of the Spanish students. These students will need a non-

significant curricular adaptation consisting on an extra support in classrooms. 4th grade was formed by two different classes A and B, with 19 and 20 students each one. Having this amount of students in class was very good because the group was not too big and it was better for the work-group and also for the teacher.

We designed our project for the classroom of 4th B where there were students with the specific need of educational support, more specifically two Nigerian students and a Romanian student with special education needs, as their level of knowledge of the language was very low and they accessed late to the Spanish educative system. Besides, there was a student who is repeating the fourth grade of Secondary Education and who showed no interest in learning the subject, she was not motivated and had a low performance level.

Contrastively, the Learning Unit of Work was designed for the school Santa María del Pilar (Marianistas). This is a charter school, that is, a private Catholic school which covers a wide area in El Canal, in Zaragoza, so we barely find diversity of cultures.

This unit was put into practice in a class of fourth year of Compulsory Secondary Education. There were 28 students where the majority of them had a high level of English. In addition, a large number of students attended school of languages outside school hours which improved their level. Inside this classroom most of the students participated in the activities actively, they showed readiness and motivation for learning. In general they liked English and they participate in class, so this was a good and the main reason for implementing many communicative activities to help them to develop their oral skills.

Once I have presented the two different schools where the Course Plan and the Learning Unit of Work were contextualized, it has been made clear that their students were likewise very different which implies the elaboration of different plans.

Knowing our students was essential to correctly choose the measures we would take in order to adapt to their needs.

The measures we took in the Course Plan were non-significant adaptations of the curriculum, as we did not deviate significantly from it, but we personalized the teaching-learning process with the students. As it has been described, the English level in the classroom was good but there were some students that have some difficulties learning English due to their cultural background and poor knowledge of the language. Therefore, we considered these students would need a non-significant curricular adaptation consisting on an extra support in lessons.

In contrast, we decided not to carry out any adaptation in the Learning Unit of Work as there were no students with special needs and the English level of the students was quite homogeneous.

These decisions have an impact on the methodology, content and evaluation of the plans but the question is: Have these plans took into account the three already mentioned principles which differentiated instruction follows according to Tomlinson?

The first point I will analyse corresponds to the principle about **challenging tasks adapted to the different levels of the students**.

Some authors have talked about the relevance of this element in the classroom. According to Howard (1994) and Vygotsky (1962), learning happens best when a learning experience pushes the learner a bit beyond his or her independence level. On the other hand, if tasks are far ahead of a student's current point of mastery, frustration results and learning does not.

In the same line, the Soviet psychologist Lev Vygotsky (1978) proposes a theory known as the Zone of Proximal Development (ZPD), which states that teachers must provide an environment that enables students to do harder tasks as possible. In the same line, Krashen´s Input Hypothesis (1982) emphasizes this idea when declaring that learners progress in their knowledge of the language when they understand more advanced structures than the corresponding to their current level (i+1).

In regard to the activities proposed in both our Course Plan and The Learning Unit of Work, they were thoughtfully designed to integrate the four skills and to present a challenge to students promoting their personal initiative and autonomy. For instance, in one of the activities included in the fifth unit of our Course entitled 'Reduce, reuse and recycle' (See Appendix I, p.56) related to the importance of 3Rs philosophy, students are going to choose an Institution to visit and collaborate with. In addition, they will share their knowledge and become teachers for a day instructing others to get Green.

This activity pretends to contribute to the development of knowledge and interaction with the physical world competence as well as to engage learners in communication by sharing their knowledge. However, when designing the activity for the fourth year of Secondary Education´ students, we did not take into account the different levels of the learners despite of the fact that as I have already mentioned, some of them have significant learning differences with respect to the rest of students.

Regarding the activities presented in the Learning Unit of Work, the same mistake was made. For example, the pre-task proposed in lesson plan 4 (See Appendix II, p.96), consists on listening to an audio about a customer making a phone call in order to book a flight. Then, they must list and order the statements of the dialogue as the speakers talk about them.

Taking into account that the majority of the students of the class had a high level of English, we tried proposed challenging activities like this. Nevertheless, now I realize that answering and sequencing statements can be too challenging for learners. This activity could be maintained for the most advanced students in the classroom but for the rest of learners its performance could be problematic and self-defeating.

When teachers try to challenge students, we usually based on expectations. If our expectations are too low, students will be under-challenged and they will feel bored. In contrast, if our expectations are too high, learners will be over-challenged and they will feel overwhelmed. Both situations can result in a negative response of learners, thus we cannot forget the relevance of identifying a balanced and attainable level of challenge in the tasks we propose to students.

As previously mentioned, when designing the activities for the Learning Unit, a task-based approach was followed so that a greater amount of scaffolding was already given at the beginning so that students can eventually complete the main task effectively by themselves. However, we did not notice that this activity is the pre-task of the lesson, then we should provide other kind scaffolding strategy such as pre-teaching the vocabulary they are going to listen, using some visual aids or pausing the audio as many times as students need. In this way, the completion of the activity would be easier to achieve.

As stated by Tomlinson, (2001), scaffolding and differentiated instruction are ways of providing instruction to students based on their learning needs. Thus, scaffolding entails supporting learners as they progress towards a goal, gradually shifting responsibility from the teacher to the student as the student becomes more able.

Therefore, in my future as an English teacher I will follow designing challenging tasks because as Dornyei (1994) suggests, teachers should increase student´s interest and involvement in the tasks "by designing or selecting varied or challenging activities; adapting tasks to the student´s interests, making sure that something about each activity is new or

different; including game-like features […] and imaginative elements that will engage student´s emotions […] and personalizing tasks by encouraging students to engage in meaningful exchanges […]" (281). But also I will pay attention to the different levels of the students through the use of some scaffolding techniques I have learnt. In addition, I will bear in mind the fact of providing appropriate challenging because learning takes place only when students experience instruction at a level of difficulty that is appropriately challenging and attainable (Tomlinson, 2003; Wolfe, 2001).

In accordance to the second principle of differentiated instruction, teachers should make use of **flexible groups based on constant assessment of the needs of learners.**

Flexible grouping refers to a range of grouping students for delivering instruction, such as whole class, small group, and partner. Ford, (2005) considers that no one of these groupings is better than the others, however, he states: "the exclusive use of one grouping pattern often leads to problems in the classroom" (1). However, educators must be careful when selecting the most appropriate grouping for an effective teaching and learning. As claimed by Mosteller, Light, and Sachs, (1996), using common sense when grouping is important, as their research shows that what students are taught has a greater effect on their achievement than how they are grouped.

In both the Course Plan and the Learning Unit of Work, we tried to reinforce the education process through the use of different kinds of groupings. Most of the lessons of the Course Plan include pair and group work. However, when designing these two projects, we did not take into consideration to change seating arrangements of the different groups. In the opinion of Scrivener, (1994) changing seating arrangement plays a relevant role to make the learners more involved in the class. He stated: "Changing seating arrangements can help students interact with different people" (87).   In addition, he suggested "circles, squares and horseshoes rather than parallel rows", (86) to increase student interaction. In this way, thanks to this sitting arrangement students who present more difficulties have less chance of hiding themselves and more advanced students have less chance to dominate in the classroom, which offers 'a much greater sense of equality" (88).

Therefore, when I plan different Course Plans in the future, I will take into consideration to shift the students who compose the group.

Regarding this idea of changing the seating arrangements, it is important to highlight the significance of distributing different roles to the students, which is closely

connected with Cooperative Learning (Kagan 2009). I have learnt throughout this academic year in the Master of Education that Cooperative Learning is a methodology which responds to the diversity of the students in the classroom. As can be seen in the third unit of the Course Plan entitled *Tragedy, Love, Revenge* (See Appendix I p.51) students have to look for information from the school library or Internet in order to write a story in which they pretended to be living in the 17th century and they dreamed about what life is like in the 21st century. Regarding the importance of distributing different roles to the students, although we had it in consideration, we did not mention it at the end of this unit, every pupil is not given a different role a final representation will be developed in a cooperative way where every pupil has a role to perform.

By means of this activity we wanted students to be collaborative and encourage an atmosphere of acceptance and respect through group work while they were working in order to act out.

As mentioned before, cooperative leaning is one of the main strategies proposed to the development of multiple intelligences that helps students to recognize their strengths and weaknesses. This strategy not only implies group work but it involves the assignment of a role to each student in order to achieve a final goal. As stated by Johnson, D.W., Johnson, R.T and Holubec (1994), one of the basic elements of cooperative groups consists on the distribution different roles to the students in order to enhance the participation of all learners in the groups (Johnson, D.W, Johnson, R.T and E. Holubec. 1994)

One of the main mistakes of the Learning Unit of Work is related to this fact. Throughout the project we can find many activities designed to work in pairs or group of 4-5 people in order to foster student´s communication. We referred to this kind of groupings as cooperative work but this is not exactly true. When we talked about cooperative learning in the methodological section of our project, we pointed out to the problem-solving and decision-making task in lesson plan 2 *Lost on a desert island*, the game Taboo in lesson plan 4 and the final task as examples of this kind of learning. (See Appendix II, p.89). In the three activities, students work in groups of four and they have to reach agreements in order to carry out the activity successfully but none of the learners has a specific role in the task. For instance, in the final task of our Learning Unit of Work where students have to create a travel blog including all the previous knowledge of past sessions, every student is required to work with the rest of the components however, this activity could also be designed to do individually and the result would be similar. This means that students may not need their

peers to accomplish the shared goal process if there is no assignment of meaningful tasks to group members. Therefore, neither cooperative learning nor differentiation will be present in the final task.

In order to finish with the last principle of differentiated instruction concerning **constant assessment and improvement of goals** and materials I will start highlighting that assessment is essential to evaluate students´ readiness, interests and learning profiles. Assessments give teachers the opportunity to sample and observe students´ skills, knowledge and progress in achieving learning goals (Linn and Miller, 2005.) This means that the data collected through assessment help teachers to make decisions and plan more effectively to students.

The type of assessment selected in both the Course Plan (See Appendix I, p.45) and the Learning Unit of Work (See Appendix II, p.79) was continuous assessment since it will take place before, during and after a learning unit so, this kind of assessment is good option to deal with differentiation in order to evaluate progress and to change or improve whatever is needed for an effective learning. According to Tomlinson (1999), "Assessment is today´s means of understanding how to modify tomorrow´s instruction" (10).

With regard to materials, nowadays, most of the schools are equipped with some technological resources which have infinite possibilities for English lessons since teachers can design very different activities in order to develop listening, speaking, reading and writing skills that they have to adjust to their particular context. Therefore, students will have the opportunity of improving their skills in the English language and be enriched by communicative experiences in the classroom.

In accordance with the LOE Aragonese curriculum (Orden de 9 de mayo de 2007), one of the main methodological principles is the use of ICT as usual learning resources and every learning unit must include activities related to them, so teachers should be familiarized with ICT in order to encourage students to use these tools to develop their knowledge and promote communication and also, teachers should be able to adopt the role of a facilitator to guide the students' learning process. This does not mean we must forget traditional resources but we live in the Digital era and it implies to face new challenges and adapt our methodologies to the new tools because their fostering in the classroom will help to ensure that student´s needs are covered and they will be also more motivated. E-learning as a support for learning in the classroom enables teachers to make the study process more flexible and to

better take into consideration the needs of different students. Moreover, students are an active part of the learning process. (Kristina Mullamaa, 2010)

Regarding my projects, I can say that the Course Plan as well as the Learning Unit of work pay attention to individual differences through the use of a variety of strategies such as texts, images, videos, role-plays or blogs in order to adapt to different learning necessities and styles and to make it suitable for all the multiple intelligences. Almost every activity designed in each project tries to make use of a different resource, for instance in the first lesson of the Learning Unit of Work called *On the move that* is aimed at introducing students on the unit topic. (See Appendix II, p.82) we used a projector and a laptop to show a set of images and a video about Amsterdam, different worksheets with pictures as well as the blackboard to brainstorm vocabulary.

In regard to this point, I consider that the fact of providing a wide range of resources to students is one of our main strengths in both the Course Plan and the Learning Unit of Work. All the materials were chosen by us because we believed that they seemed motivating for our students, however we gave them no opportunity for choice in any of our tasks. For instance, in the already mentioned final task of the Learning Unit of Work, whose main purposes consist on promoting digital competence and putting into practice all students have learnt before, learners are required to use computers in order to create their own travel blogs but they were no other possibility than a diary creator to do it. According to Tomlinson, (2000), giving students options of how to express required learning is one of the strategies teachers can use in order to differentiate products.

Therefore, taking into account this aspect, it would be interesting letting the format of the presentation to their choice. Students could use a different digital support such as a website a PowerPoint or Prezi presentation and thus their learning profiles would be addressed.

4.2 PLACEMENT PERIOD EXPERIENCE

At a theoretical level we have just seen the importance of differentiation and multiple intelligences in the EFL classroom but now we can ask ourselves: Does this theory match the reality of our schools? Is it put into practice?

As already mentioned I did my placement period in Agustín Gericó School where I found a great diversity of students. Here I had the opportunity to observe some classes of the 1st and the 4th year of Compulsory Secondary Education but I spent most of the time with the students that belonged to the 3rd year of Compulsory Education (curricular diversification). In this classroom I carried out my own teaching implementing some lessons proposed by my mentor.

During this period, I experienced the reality of everyday lessons and I could notice that differentiated instruction was not very present in the classroom. Although these learners are already differentiated from the rest of the students of the 3rd year of Compulsory Education due to the adaptations carried out in the curriculum, we know that every student learns in her/his own way, so much more differentiation practice is needed inside the classroom, especially bearing in mind that there were a Moroccan and a Chinese student in this group who had a very different and lower initial level with respect to the rest of their peers.

When I carried out my first teaching in this classroom, I started to speak English all the time and I could see through their expressions these two students did not understand almost anything. It was very helpful to observe that you must make sure the learners understand what you are trying to explain and address them with a suitable register. Additionally, if the teacher does not have into account their level he/she is going to create misunderstandings and the students will not able to perform the tasks as desired. Once I noticed that, I provided these students scaffolding by translating, making questions or repeating slowly my explanations every time they need it and they seemed grateful since this was not a very frequent strategy when the teacher explained her lessons.

Likewise, different materials and resources were not frequent because my mentor considered its use as a waste of time in this classroom due to their poor level of English and she preferred to follow the textbook, which was the same for all the students. Hence, there were neither too many challenging tasks adapted to the different levels of the students. As I showed in the second portfolio of this year, (See Appendix III, pp. 121-122) where I analysed

the materials and resources used in classroom during my placement period in the school Agustín Gericó, most of the activities in the textbook are based on grammar and repeating vocabulary in every unit, they are not challenging at all and do not offer examples of real life communication despite of the fact that according to the LOE Curriculum (Orden, 9 Mayo, 2007), the communicative competence is the main competence on which the English subject acts.

Furthermore, when I asked the students what they thought about their course book, most of the students answered that they did not like the textbook because it contains too many activities and it is boring and repetitive and the whole class agreed that they preferred the lessons where the teacher puts into practice some different activities such as games or competition activities to work in groups and also when she uses the interactive whiteboard to play a song or a video.

Finally, it is relevant to highlight that even though the class was composed by a small group of students, different groupings are not frequent in the lessons but only individual work what prevents the fostering of communication in the classroom. Despite of the fact that everything I have just mentioned does not deal with diversity and multiple intelligences at all, I could observe a few positive practices in relation to differentiated instruction in the classroom.

The first one is connected with exams. When the teacher designed tests after each unit, she took into account the different levels of her students adapting the content to their needs as individuals. She tried to include in the exams the same content with varying levels of complexity, so there is differentiation of INPUT. However, I believe that this kind of assessment would be more appropriate and effective if differentiation is also considered in all the previous tasks carried out in the classroom and the teacher makes sure that the learning progress is also assessed and not only the final achievement.

The other right practice I want to highlight is related to the good atmosphere in the classroom. As it has been mentioned in the theoretical framework, according to Ann Tomlinson, *(2000),* learning environment or the way the classroom works and feels is one of the basic elements teachers can differentiate.

The teacher is always attentive to the learner´s answers, questions and pronunciation, and she sometimes makes notes on people who is making an effort and also on the ones who is not taking advantage of the lesson. Nevertheless, she does not correct every mistake because she considers that overcorrection could disrupt the student´s fluency.

Moreover, she usually reinforces students positively when they make a right answer, which reduces their anxiety when they have to speak English creating a very good atmosphere.

In relation to this, Dornyei, (1994) provides EFL teachers the following suggestion in order to motivate students: "decrease students' anxiety by creating a supportive and accepting learning environment in the L2 classroom, avoiding hypercritical or punitive treatment, and applying special anxiety-reducing activities and techniques". (Dornyei, 1994: 281). In the same way, Krashen, (1982) talks about the importance of learning environment when argued that students only will achieve the acquisition of a second language if they receive comprehensible input and if their affective filters let them receive such input. As published in *Principles and practice in second language acquisition* (1982), Krashen´s Affective Filter hypothesis accounts for the influence of affective factors such as fear, nervousness, boredom, and resistance to change on second language acquisition.

Although this theory has been heavily criticized, nowadays we know that a comfortable atmosphere enables students to feel secure when speaking a second language in the classroom and such fact has a very positive influence in their results, therefore, teachers must make it possible.

As we have seen, only a few differentiation practices took place in this classroom but I believe that nowadays they are not too many of them deal with multiple intelligences and the different needs of the learners in the right way.

Moreover, in a 2008 report by the Fordham Institute, 83 percent of teachers nationwide stated that differentiation was "somewhat" or "very" difficult to implement.

This means that differentiated instruction is still an unusual practice in the schools since it requires a big change in the teaching style. As Tomlinson, (2000) claims: "Most educators appear even to lack images of how a classroom might look—how we would "do school"—if our intent was to respond to individual learner needs" (1)

5. CONCLUSIONS

To conclude this dissertation, I want to highlight the idea of recognizing diversity as a right and a value that implies to respect students in their difference.

Classrooms today are more diverse than they've ever been. We can find different genders, races and cultures but also diverse learning styles, abilities, preferences, and needs. Therefore, in our society, teachers have the responsibility of caring for and fostering for individual differences in the classroom.

Differentiation is an instruction that involves learners and teachers in the aim of maximizing student´s growth and individual success but we have to be aware that trying to address the needs of individuals is more demanding than "one size, fits all" teaching (Tomlinson, 1995). As I have showed throughout this dissertation, a set of strategies can be developed to make it easier for teachers the task of challenging students appropriately and develop their knowledge. In this way, differentiated instruction could provide a positive response in learners, as it has been already showed by some experts. For instance, Tomlinson, (1999: 122), in her well-known work "*The differentiated classroom",* presents a comment from a course evaluation written by a 7th grader that says: "I like this class because there's something different going on all the time. My other classes, it's like peanut butter for lunch every single day. This class, it's like my teacher really knows how to cook. It's like she runs a really good restaurant with a big menu and all."

After having analysed differentiation and multiple differences in the EFL classroom in depth, I notice that the main need for educators when trying to put in practice this kind of instruction consist on knowing our students and establish a positive rapport with them.

We know that not every student will like us but from my experience in the placement period I can say that if we have a positive rapport with our students, their response will be much better and our job will be easier. Thus, I have discovered that teachers need to promote and maintain relationships with our students because interaction can solve many learning problems.

Furthermore, communication is essential since it is the main competence on which our subject acts. In order to foster communication in the classroom it is necessary to establish a relaxed and positive atmosphere. A good classroom environment can improve student's ability to learn, express their ideas and feel comfortable as a member of the class.

The first step is to understand that every student learns in his/her our way and to be aware of the individual interests and learning profiles of our learners for a later change and adaptation of our teaching which helps them to acquire the learning objectives derived from the Curriculum. As we have already seen, differentiated instruction also includes supports and adaptations to our Curriculum to meet the needs of students, facts that may be interpreted as not very fair, since these supports and adaptations imply a preferential treatment to students who have special difficulties. Moreover, the curriculum may appear as not rigorous enough due to the possibilities of choice and change it provides.

However, we must remember that differentiated instruction does not mean letting students choose what they want to learn but a practice that involves offering them different opportunities of learning through the design of activities that match their needs and the constant assessment of their effectiveness. In this sense, teachers have a very important role in differentiation since they plan and design the activities and besides carry out the management of the classroom. We are no longer dispensers of knowledge, we are now guides and coaches in the task of helping our students to select the best way to acquire learning thus we must adopt a flexible position in the classroom.

On the other hand, now I know that students have an active role in differentiated instruction since they are required to take responsibility for their own learning by being aware of their strengths and weaknesses and accepting the challenges.

Moreover, their role is also relevant when talking about designing tasks because the students´ opinions and suggestions are going to be very useful to meet their interests and needs and thus, making decisions according to them. In this way, if teachers give students more choice over the tasks and the way they will investigate a topic or demonstrate what they have learned, they will be active participants in the teaching-learning process and at the same time they will be more engaged in the classroom.

After analysing the data collected, I have realised that although fine in theory, differentiation in practice is harder to implement in a heterogeneous classroom. It requires a great effort and time but as teachers we must do everything in our power to provide quality education that embraces the individual differences of every student in order to increase their motivation in a secure and supportive learning environment.

> Teaching is hard. Teaching well is fiercely so, confronted by too many students, a schedule without breaks, a pile of papers that regenerates daily, and

incessant demands from every educational stakeholder, no wonder we become habitual and standardized in our practices. Not only do we have no time to question why we do what we do, but we also experience the discomfort of change when we do ask the knotty questions. Nonetheless, our profession cannot progress and our increasingly diverse students cannot succeed if we do less. Tomlinson (1999: 29)

6. PROPOSAL FOR THE FUTURE

As the title of this dissertation presents, differentiated instruction and multiple intelligences are very relevant aspects when designing the Course Plan and Learning Unit of Work. Both projects must be planned in accordance to the LOE and the LOMCE Aragonese Curriculums which emphasize the importance of differentiation in Secondary Education. Therefore, every activity of every lesson has to be flexible enough to challenge every individual student appropriately and to be prepared to make changes when necessary, since differentiation is planning for the unpredictability of a classroom (Tomlinson, 1999).

After having analysed the Course Plan and The Learning Unit of Work designed during this academic year and after having reflected about the effectiveness of their activities, I have realized that many things may be improved.

As it has been previously explained first, we have to know the individual needs of our students by means of observation and positive rapport with them. When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in society (Scales, 1991).

Regarding this fact, one of the strategies I would use in my future teaching practice is letting students suggest the topics they are interested in and use them to create different activities that will be taught throughout the year. In this way we can accomplish that our students are higher motivated and have a more active role in their own learning process.

According to Tomlinson and Allan (2000) "Students and teachers are collaborators in learning. While the teacher is clearly a professional who diagnoses and prescribes for learning needs, facilitates learning, and crafts effective curriculum, students in differentiated classrooms are critical partners in classroom success" (2).

Taking into consideration this point, in differentiated instruction, it is important giving students opportunities for choice and in the future, I would give them the option of choosing not only topics but materials. As it has been already discussed in the critical reflection, this aspect was ignored when designing the activities for my Course Plan and the Learning Unit of work but in my future as teacher I would create flexible activities through which students have the choice of selecting the resources or materials that correlates with their strong intelligence to present the task. Thus, this strategy would differentiate product by implementing multiple intelligences and engage learners in the activity in an active way. In addition, it may include the use of ICTS being that it contributes to differentiated

instruction and the different intelligences and learning styles of the learners since they present information in many ways what implies also multiple ways to acquire content and develop products. As Dodge, (2005) claims: "ICT as a methodology has inherent characteristics that make it suitable for differentiation since It facilitates self-paced learning and choice for the learner. Through ICT students can explore, investigate and present their work with support when needed at their own pace and avail of multisensory methods when learning".

Now, after having provided opportunities of choosing both topics and materials, teachers will be ready to think about activities and projects that ensure the development of knowledge and skills of every student in the classroom. In this way, the planning of the lessons will be designed according to legislation, the student´s suggestions we have received and also it will take into account their different levels. One of the main mistakes of my projects I have previously presented in this dissertation is to disregard the highly variable levels and learning profiles of the students we can found in the classroom.

Considering the principles that differentiation instruction follows, I realize that it is completely impossible to challenge students in an appropriate way if we do not take into account these aspects while designing and implementing our lessons. This Master Degree has taught me that a lot of important factors intervene in the teaching-learning process but, bearing in mind students´ needs is perhaps the essential one. A proficient student may be bored if he/she is challenged under his/her possibilities while a non-proficient may feel very uncomfortable if our instructions are too much difficult for him/her. Thus, the activities we propose must be only slightly beyond the student´s current levels of proficiency and facilitate the completion of such activities by providing supports or scaffolds. As claimed by Wood, Bruner, and Ross (1976): "scaffolding enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts". In addition, as they note, scaffolds require the adult's "controlling those elements of the task that are initially beyond the learner's capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (Wood, Bruner ad Ross 1976: 90).

I believe that teacher should always consider the use of scaffolding strategies when planning instruction for second language learners. For instance, making gestures, using visuals or images to support the lessons or even making use of the student´s first language, may be very useful to facilitate comprehension and ensure each student can understand it in his own way.

Other improvement I would make in my future teaching it is related to groupings and setting arrangements. Group work and pair work is frequent in many of the activities proposed in my projects in order to foster communication. However, no criterion was used when deciding these groupings. Now I know that flexible grouping allows students to be appropriately challenged and for this, students must be assigned to groups based on commonalities with regard to their interests, learning styles or levels, and they have to be grouped and regrouped as appropriate for particular activities, what implies the shift of sitting arrangements. Hence, I will take into account these aspects and moreover, I would promote cooperative learning in my classroom by assigning students different roles in order to enhance the participation of all them in the groups. For providing effective cooperative learning experiences, I would establish small groups to help students to be as productive as possible. Researchers report that, "regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats". (Gross, 1993)

In addition, group projects would be my best option to develop their social skills and communicate together. For instance, I would propose the creation of a magazine which presents the topics they are interested in, in the format they prefer, giving each student the opportunity of choosing their role in the group. In a project like this, not only the final result (product) will be assessed but also the work of every student on the project and the cooperation among them in their groups (process). According to Tomlinson (1999), continuous assessment is a non-negotiable in differentiated instruction since it helps teachers understand what is working in the classroom and what is not before it is too late to make changes. For this reason, I would choose this type of assessment as a tool to improve my teaching when dealing with differentiation.

Through the implementation all these strategies, I hope students will be able to be challenged in an appropriate way to increase their achievement and motivation in the classroom. However, they are not the only response to diversity, each teacher has to look for the suitable techniques for his/her classroom.

Our students are different, thus they will learn in different ways depending on their interests, readiness and leaning profiles. As educators is in our hands to respond to develop classroom routines that attend to these differences or to ignore them. However, we must be conscious that quality education is a right for everybody and teachers have not only the opportunity but also the responsibility to guarantee it.

"Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as 'given' or 'known' and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response." (Earl 2003: 86-87)

7. WORKS CITED

BOLETÍN OFICIAL DE ARAGÓN (2007). *ORDEN de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón.*

BOLETÍN OFICIAL DE ARAGÓN (2015). *ORDEN de 15 de mayo de 2015, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón.*

ARMSTRONG, T. (1994) *Multiple Intelligences in the Classroom.* Virginia: Association for Supervision and Curriculum Development.

CUNNINGHAM, G. (2009) *The New Teacher's Companion: Practical Wisdom for Succeeding in the Classroom.* Alexandria, VA: ASCD

CHRISTENBURY, L. (Dec 2010-Jan 2011). *Educational Leadership: The Effective Educator, The Flexible Teacher*, v68 n4 p46-50 Alexandria, VA: ASCD

DODGE, J. (2005). Differentiation in Action. Jefferson City, MO: Scholastic Inc., 2005.

DORNYEI, Z. (1994). *Motivation and motivating in the Foreign Language Classroom. The Modern Language Journal* 78.3: 273-284.

FORD, M. *Differentiation Through Flexible Grouping: Successfully Reaching All Readers.* 2005, Learning Point Associates. http://www.learningpt.org/pdfs/literacy/flexibleGrouping.pdf: 69-79

GARDNER, D. (1996). *Tasks for independent language learning*. Alexandria. VA: TESOL.

GARDNER, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books

HALL, T. (2002). *Differentiated instruction: Effective classroom practices report*. Retrieved from www.cast.org/system/galleries/download/ncac/DifInstruc.pdf

DAVID W. JOHNSON, ROGER T. JOHNSON and EDYTHE JOHNSON HOLUBEC (1994) *The New Circles of Learning: Cooperation in the Classroom and School*. Alexandria, VA: Association for Supervision and Curriculum Development

DELISLE. J. R. (2015). Differentiation Doesn´t Work. Education Week. Retrieved from: http://www.edweek.org/ew/articles/2015/01/07/differentiation-doesnt-work.html

EARL, L. (2003) *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Thousand Oaks, CA, Corwin Press. pp. 86-87

GROSS, B. (1993). *Tools for Teaching*. Jossey-Bass Publishers: San Francisco

KAGAN, S. & Kagan, M. (2009). *Kagan Cooperative Learning.* San Clemente, CA: Kagan Publishing.

KRASHEN, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, Pergamon.

LINN, R. L. & MILLER, M. D. (2005*). Measurement and assessment in teaching, 9th Edition*. Upper Saddle River, NJ: Prentice Hall.

MALLUMAA, K. (Vol 3 No 1, February 20110) *"ICT in Language Learning - Benefits and Methodological Implications"*, International education studies.

MOSTELLER, F., LIGHT, R., & SSACHS, J. (1996). *Sustained inquiry in education: Lessons from skill grouping and class size.* Harvard Education Review, 66(4), 250-257

RICHARDS, J. C. and BOHLKE, D. (2011). *Creating Effective Language Lessons*. New York: Cambridge University Press. pp. 29

RICHARDS, J.C. and LOCKHART, C. (1994). *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press.

RICHARDS, J.C. and RENDAYA, (2002). *Methodology in Language Teaching.* Cambridge: CUP. pp. 70

SCALES, P. C. (1991). Creating a developmental framework: The positive possibilities of young adolescents. In *A portrait of young adolescents in the 1990s: Implications for promoting healthy growth and development.* ERIC.

SCRIVENER, J. (1994) 2nd ed. *Learning Teaching: A guidebook for English Language Teachers*. MACMILLAN.

TOMLINSON, C. (1995). *How to differentiate instruction in mixed ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

TOMLINSON, C. (1996). *Differentiating instruction for mixed-ability classrooms* [A professional inquiry kit]. Alexandria, VA: Association for Supervision and Curriculum Development.

TOMLINSON, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

TOMLINSON, C. A. (2000). *Differentiation of Instruction in the Elementary Grades. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.* Alexandria, VA: Association for Supervision and Curriculum Development

TOMLINSON. C. and ALLAN S. D. (2000*). Leadership for Differentiating Schools & Classrooms. Professional Development Series.* Alexandria, VA: Association for Supervision and Curriculum Development.

TOMLINSON, C. A. (2001) *How to differentiate instruction in mixed-ability classrooms.* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

TOMLINSON, C. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

VAN SCIVER, 1. (2005). Motherhood, apple pie, and differentiated instruction. [Electronic version]. Phi Delta Kappan, 86(7), 534-535.

VYGOTSKY, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

VYGOTSKY, L. S. (1962). *Thought and language.* Cambridge MA: MIT Press.

WARSCHAUER, M. and HEALEY, D. (1998). *"Computers and language learning: An overview*". *Language Teaching 31*: 5-71

WOLFE, P. (2001). *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

WOOD, D., BRUNER, J. S., & ROSS, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology & Psychiatry & Allied Disciplines, 17*(2), 89–100.

ZELDIN, A. (2000). *Review of Career Self-efficacy Literature*. Doctoral Dissertation. Emory University, Atlanta

8. APPENDIX

8.1 APPENDIX I

Course Plan 4th grade Secondary Education

English as a Foreign Language

[Academic year 2015/2016]

Belén Bruna

Koleta Gerdani

Laura Pinilla

Marta Guillén

68515 FUNDAMENTOS DE DISEÑO INSTRUCCIONAL
Y METODOLOGÍAS DE APRENDIZAJE EN LA ESPECIALIDAD
DE LENGUAS EXTRANJERAS, INGLÉS
CURSO 2015-2016

<u>**INDEX**</u>

I.CONTEXTUALIZATION

<u>1. Legal provisions</u>

The following course plan responds to the legal provisions found in Orden de 9 de mayo de 2007 (*Order May 9, 2007*) approving the Secondary education curriculum for schools in the Autonomous Community of Aragon. From this Order we have considered the general provisions, organization of the curriculum, attention to diversity, tutoring and academic guidance, evaluation, promotion and qualification of the teaching process, pedagogical autonomy of schools, the appendix referred to key competences and the section referred to the English subject, 'contribution of the subject to the acquisition of key competences and objectives of the stage' and, finally, the section referred to the fourth year of compulsory Secondary school as our course plan is intended for this stage .

<u>2) School setting</u>

a) Characteristics of the school (Agustín Gericó)

The school provides Preschool, Primary and Secondary Educations but it does not offer Bachillerato education yet. There are many facilities in the school that ease the learning of the students such as a library, a gymnasium, a laboratory, a computer room, a music room and a technology workshop room among others. Moreover, the great majority of the classrooms have computers or tablets and a digital board integrated which facilitates audio-visual materials.

The students can choose a lot of extracurricular activities in the school: guitar, chess, sports such as basketball and football. The school is registered in several programs of interest to our subject. For several years, the school has taken part in several exchange programs with various English-speaking countries as England or Ireland. The 4th ESO students particularly have the opportunity to take part in an exchange program since they can go to Ireland for 10 days to enjoy the cultural experience as they get to know new people and visit the most typical places.

Furthermore, the proximity to the city centre is an advantage in terms of English learning since it increases the possibility to make cultural visits to theatres to see plays in the English language, as well as cinemas, exhibition halls, etc.

b) The socio-cultural context

Agustín Gericó is a catholic state-subsidised school located in the urban area of San José, in Zaragoza. This is a very densely populated district mainly due to the immigrant population growth. The socioeconomic statuses of the families that live here are middle and low levels, and it can be appreciated in the school environment that has not too many facilities for the students such as bookshops, libraries or cinemas but there are very good bus and trams connections.

c) The students: characteristics and needs

As already mentioned, the school is located in a very populated area where a large part of the population is immigrant. That is the reason why it presents a high percentage of immigrant students, most of them coming from South American and African countries. The different socio-cultural backgrounds of these immigrant students make that some of them have difficulties in maintaining the level. They usually have significant learning differences with respect to the rest of the Spanish students.

This year plan focuses on 4th grade of secondary school (students between 15-16 years old). In general, the English level in this course is good but there are some students that have some difficulties learning English due to their cultural background and poor knowledge of the language. These students will need a non-significant curricular adaptation consisting on an extra support in classrooms. 4th grade is formed by two different classes A and B, with 19 and 20 students each one. Having this amount of students in class is very good because the group is not too big and it is better for the work-group and also for the teacher. The environment is great because most of the students participate in the activities actively but we must take taken into account that they are teenagers developing their own personality, something that we can see reflected in a strong defence of ideals and deep emotions. Therefore, the teachers have to favour their personal maturity and development through our lessons.

II. SYLLABUS DESIGN AND DEVELOPMENT

3) Introduction: key principles (epistemological framework, contribution to the key competences, rationale for specific Course Plan)

Our teaching must take into account a series of basic principles that run through the entire curriculum:

- **Need for beginning teaching with students' real level.** The beginning of new learning should be based on the pupil's previous experiences. This means that the teacher should take into account their previous knowledge and their level of cognitive competence.

- **Need to ensure construction of meaningful learning.** The teaching and learning process can lead to meaningful learning as well as repetitive learning. If the new material is assimilated in a significant way, then meaningful learning, capable of being long lasting and solid, takes place. Educational intervention should enable the students to be able to "learn to learn". They need to acquire cognitive strategies for planning and regulating their own learning activity.

- **Significant learning involves an intense activity by the student**. Within the constructivist framework this activity is seen as a process that is fundamentally internal in nature and not solely manipulative. Although in the end it is the student who constructs his or her knowledge, the constructive activity does not appear to be an individual activity but rather a part of interpersonal activity. Teacher/student interaction is what enables construction of knowledge by the student.

There are some necessary conditions for learning to take place:

- **Motivation** can have great importance in any type of learning. It can help overcome difficulties in aspects of learning. It is directly associated with attitude. Motivation can be associated with internal factors of the pupil (learning in a natural way in itself, need for personal success, to avoid failure) or external ones (the teaching-learning context, types of activities or tasks developed, affective, cognitive or instrumental rewards, avoiding punishment). A combination of all of these is necessary, avoiding promotion of one of them exclusively.

- On the other hand, **cooperative work** carried out in the classroom is also important as the image that the student has of what should be known will depend on the type of relationship they have with their schoolmates. There are various possibilities for pupil distribution with different groupings in the classroom: *individually*, *pair work*, *small group of four-five*, or *large group*. At the end of the academic year a ***final project*** has to be developed in a cooperative way (four groups of five or six members). Every pupil has a role to perform into a group.

Furthermore, as our curriculum is **competence-based** the department must contribute to the development of the of basic competences listed in the Order of 9th May, 2007. **Key competences** are a set of cognitive, procedural and attitudinal skills that can and should be reached during compulsory education by most students. In our methodological challenge, key competences are determined by the organization and operation of the school, the characteristics of the fourth grade of Secondary School students, the resources used and the those programs in which the school is involved. Therefore at the end of the course, students should achieve the following key competences:

- Linguistic communication competence (L1 and foreign languages), is the main competence on which the subject acts. It helps to understand and identify the different English grammatical structures.

- Interpersonal and civic competence is one of the priorities of the school along with linguistic communication and digital competence. As students from different cultures and nationalities coexist in the city centre, the school has been registered in a European program which is based on improving social harmony and educating students to be tolerant in a multicultural society.

-Knowledge and interaction with the physical world competence (science and technology). This competence is associated with the contents that enable students to understand the society and the world in which it operates. This competence makes students to do more than simply accumulate information and allows them interpreting and taking over the knowledge about facts and processes.

- Digital competence. It involves a guided use of Internet as a method for finding information with the aim of reinforcing the content covered in class. Students will be able to search information for oral presentations, for dramatic performances or dialogues, etc. This allows them to reinforce the different skills: writing, listening, etc. The school is equipped with several computer labs and many secondary classrooms also have digital whiteboards, so many classroom activities can be prepared there, catching the eye and holding the interest of the students. This makes them very actively involved in the class.

- Autonomy and personal initiative. This competence will be demonstrated by students in their own daily tasks, while writing compositions, in their study of the subject and also in debates that will take place in class—where they will share their opinions. Pleasure of reading also favours this competence, if they take an interest in English literature (with books adapted/suited to their level) and even promotes the autonomous use of dictionaries.

- Cultural and artistic competence. The proximity to the city centre contributes to this competence, allowing us to make more cultural visits without the difficulty of displacement. This also allows us an easy access to the public library in case they need to find literature for some of their researches.

- Learning to learn competence. Group works contribute to this competence and to its development because they involve collecting, organizing and analyzing information from different sources. Students will do at least one assessment of those characteristics throughout the course.

The **syllabus mode**l proposed in this didactic plan is developed on the basis of a **functional point of view** in which our students will acquire the necessary tools to reach the communicative competence in the foreign language. With this **function-based** syllabus we will focus on the *use* of the language through the target of specific functions and the application of task-based and problem-solving activities.

4) Objectives of the subject for the students of fourth grade of Secondary Education

The general objectives for fourth grade of Secondary Education are based on the key competencies listed above, as well as on the specific competences of the subject. Therefore and when our students finish the course, they must be able to:

1. Listen and understand general and specific information of oral texts in a variety of

communicative situations, adopting an attitude of respect and cooperation.

2. Express their ideas and interact orally in common communicative situations and in a comprehensible and appropriate way with some level of autonomy.

3. To read and understand different texts in an appropriate level according to the students' abilities and interests, in order to extract general and specific information; and use reading as a source of leisure and personal enrichment.

4. To write simple texts for different purposes and on different topics by using adequate resources of cohesion and coherence.

5. Use property and correctly the phonological, lexical, grammatical, functional, discursive, sociolinguistic and strategic basic components in real communicative contexts.

6. To develop the learning autonomy through the active involvement on planning and control the process itself.

7. To develop attitudes, work habits and strategies for the acquisition of a foreign language by using all available means, such as collaboration with others while achieving their learning objectives; or to use different resources, especially those technologies information and communication resources, in order to obtain, select and present oral and written information.

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

9. To acquire, through contact with the foreign language, a broader view of the cultural and linguistic environment to which they belong. This helps them to appreciate the contribution of learning to their personal development and to their relationships with other languages speakers and to avoid any kind of discrimination or linguistic and cultural stereotypes.

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

5) Contents

The contents are grouped into four blocks corresponding to the characteristics and needs of the teaching and learning: language skills, the constituent elements of the linguistic system, their functioning and relationships, and the social and cultural dimension of the English language.

Block 1: Listening, speaking and oral interaction:

- Understanding of lectures about issues related to the experience of the students.

- General understanding of the most relevant data of oral texts issued by multiple sources and appropriate to their ability and experience.

- Use of comprehension strategies of oral messages, such as the use of verbal and nonverbal context, prior knowledge about the situation and the identification of key words, among others.

- Use of communication strategies to overcome difficulties during communicative interaction and to initiate, sustain and conclude communicative exchanges.

Block 2: Reading and writing:

- General comprehension and identification of specific information in real texts of different types, on both paper and digital support, about topics of their interest, of general interest or related to content of other subjects of the curriculum, appropriate to their age and competence.

- Autonomous reading of more extensive texts related to their interests.

- Consolidation and expansion of a variety of reading strategies.

Use of the appropriate register to the target reader (formal and informal register).

Block 3 Knowledge of the language:

Reflection on language in communication

- Understanding and use of common expressions, idioms and vocabulary on topics of personal and general interest, everyday topics and topics related to content of other subjects of the curriculum.

- Understanding and use of structures and functions, appropriate to different situations.

- Recognition and production of basic patterns of words and phrases rhythm, intonation and stress in the communication.

- Recognition and use of the basics of structure and control of the speech, depending on the type of text.

Reflection on learning

- Application of strategies for the organization, acquisition, recollection and use of vocabulary.

- Organization and use of learning resources, such as dictionaries, reference books, libraries or information and communication technologies.

- Acceptance of the error as part of the learning process and positive attitude to overcome it.

- Reflect on their learning needs in connection with the targets set by the curriculum.

Block 4 Socio-cultural aspects and intercultural awareness:

- Identification of the most significant features of the society customs, norms, attitudes and values whose language is studied, and also respect for different cultural patterns.

- Appropriate use of linguistic formulas associated with/related to specific communicative situations: courtesy, agreement, disagreement...,etc.

- Interest and initiative in carrying out communicative exchanges with speakers or learners of a foreign language, on both paper and digital support.

- Assessment of personal enrichment as consequence of the relationship with people from other cultures.

6) Methodology

The methodology we are going to follow is based on the methodological principles which are established in Article 12 of the Aragonese Curriculum *(BOA, Order of May 9 2007)*. It gives importance to the active role of the learners in such a way that they construct their own knowledge. Other important points are the development of the key competences though the teaching-learning process, the interdisciplinary, the development of cognitive processes such as selection or resolution of problems and the use of ICTs.

Taking into account the section of Foreign Languages in the curriculum, the methodological principles we are going to follow are:

- To adopt a global perspective for both contents and the teaching & learning process (To integrate skills and competences)

- Present students with real communication situations

- For reflection on how language works at linguistic, sociolinguistic, and intercultural levels meta-communicative activities will be related to communication needs

- To give a variety of tasks situation and texts

- Authentic materials (simple, but not simplified, and adequate for learner age)

- Fluent and accurate activities

- Select and sequence contents determined by communication needs.

- To work intercultural & processing skills through reflection & interaction

- To adapt to learning necessities and the context

- To pay attention to individual differences

- To make the learners participate in decision making process (negotiation to contribute to learner autonomy)

- To promote learner responsibility for own learning process

- To use cooperative & collaborative work as tools for developing learner personality

The methodology integrates formative evaluation, including reflection on individual and collective processes (adequacy of objectives, tasks, procedures, resources; difficulties, causes & strategies to tackle them; role of learners and of external factors) to contribute to improvement of teaching & learning process).

We want our students to use the English language communicatively so our point is to propose activities to encourage them to make use of the language. As our basis is communication we promote

a communicative approach through activities and tasks to involve the students in real communicative situations.

The **resources** we will use are flexible and varied, we will make use of textbooks, literary books, newspapers, magazines, literary texts ; audiovisual resources such as videos, films, TV programmes and also the Internet to look for interesting web pages, blogs, songs, etc.

The **activities** will be made individually, in pairs and groups but the focus will be on teamwork so as to promote and encourage students to work cooperatively, as the curriculum establishes. For instance, through role plays and games.

According to the **timing,** the units are planned to cover four hours per week and every unit will be developed within a week, or two weeks if it's needed. The spaces in which the lessons will be developed are the regular classroom, the TV classroom and the audio-visual classroom. The digital aids include the digital whiteboard, computers and tablets.

7) Differentiation

In order to deal with attention to diversity we take as reference the III section in the "Orden de 9 de mayo de 2007" which specifies the measures for differentiation.

In our classroom we have students with the specific need of educational support, more specifically two Nigerian students and a Romanian student with special education needs, as their level of knowledge of the language is very low and they accessed late to the Spanish educative system. Besides, there is a student who is repeating the fourth grade of Secondary Education and who shows no interest in learning the subject, she is not motivated and has a low performance level. The measures we will take will be **non-significant adaptations** of the curriculum, as we will not deviate significantly from it, but we will personalize the teaching-learning process with these students.

The measures we will take will have an impact on the methodology, content and evaluation of the didactic units. The education process will be reinforced by the teacher and little changes will be executed, such as flexible grouping of students, different levels of difficulty and depth of the activities and their variety; revision of previous contents before presenting the new ones (significant learning), a balance between the explanations and students work, relating the activities with the everyday life of students (functional learning) and using different materials to work: student's book, workbook, the internet, etc.

8) Evaluation

The evaluation criteria are the set of abilities mentioned in the objectives and they refer to the kind and degree of learning expected from the students. For our English subject and our group of fourth grade of Compulsory Secondary Education, the evaluation criteria is:

1. Understanding general or specific information, the main idea and the most relevant details in oral texts.

● This criterion is intended to measure the ability to understand speeches, news and presentations appropriated to their competence, issued by the audiovisual media.

2. Taking part in conversations by using adequate strategies to start, keep and finish the communication.

● This criterion is used to evaluate the ability to get along in conversations with different communicative intentions.

3. Understanding the general and specific information from diverse written texts of different length, identifying data, opinions, arguments, implied information and the communicative intention of the author.

● This criterion will be used to evaluate students' ability to understand the most customary and useful texts of written communication, as well as literary texts or dissemination.

● This criterion also assesses the ability to read longer texts in order to consult or search information.

4. Writing different texts with a logical structure, using the basic standards of each gender and communicative situation, a vocabulary suitable for the context and the necessary elements for cohesion and coherence, so that the texts can be easily understood by the reader.

● This criterion is used to assess the ability of communicating in the written form in an organized way, with a suitable structure and paying special attention to the planning of the writing process.

5. Using the acquired knowledge about the functioning of the foreign language in varied contexts of communication, as self-correction tools and as tools to evaluate the own oral and written outputs and to understand other people's outputs.

● This criterion is used to assess the ability to reflect on and apply the knowledge about the functioning of the language in the improvement (correctness, accuracy, fluency…) and evaluation of their oral and written outputs and in order to understand other people's outputs.

6. Showing initiative and interest in learning and in getting integrated in the classroom processes.

● This criterion is intended to evaluate the degree of autonomy developed by the student.

7. Using ICT with certain autonomy to search information, produce texts, and establish oral and written personal relationships.

- This criterion is intended to evaluate the ability of using ICTs as communication and learning tools, in order to establish oral and written personal relationships.

    8. Showing interest in knowing the foreign language and its culture, establishing comparisons among different features of the foreign culture and the own one, perceiving how they are translated in communication in order to apply this knowledge to the interaction with speakers of the foreign language.

- This criterion evaluates if students consider the foreign language and culture, apart from as a study subject, as a useful tool to interact in a wider background.

The evaluation tools are very different depending on what we are assessing. We will use observation through some student follow-up worksheets. They are used to evaluate the basic competences via some **indicators**: attitude of the student, learning or coexistence difficulties, behaviour, study habits and motivation to learn. *(*See appendix evaluation materials)*

Apart from these criteria there are several aspects to take into account. **The evaluation of the learning process** will be continuous as well as accumulative. At the beginning of the year the teacher will set an initial evaluation in order to assess the curricular competence of the learner. The accumulative evaluation will consider different tests aimed at each of the four skills (reading, writing, listening and speaking), also at the vocabulary and grammar. There will be a compulsory test at the end of every two units and a final optional test to improve the previous marks or to pass the subject. Besides, the learner will have to carry out a daily work, produce oral and written texts and oral expositions and assignments which will be evaluated in the same way. The optional oral presentation will take place at the end of the third term. Also, the attitude towards the subject, classmates and study will be evaluated. Moreover, the learner will have to read a chosen book each term. This reading will be evaluated through a written test belonging to the accumulative evaluation.

In terms of **grading criteria** the knowledge about the subject will account the 70% of the global mark, and the attitude of the learner and class work 30% of the mark. In this way the grammar and vocabulary test will comprise the 10%, the speaking test 15%, the listening test 15%, the reading test 15%, the writing test 15%. Regarding the attitude three aspects will be taken into account: the effort to learn, interest in the subject and English culture and respect for the teacher and classmates. Finally, this 30% of the mark will include the homework, notebook, the term reading and end of last term oral presentation.

Not only the abilities acquired by the students are evaluated, but the **teaching process** has to be assessed too in order to improve the teaching practice. The evaluation of the teaching practice will consist on the observation and follow-up worksheets *(*see appendix evaluation materials)* and teacher's self-reflection, by means of a personal diary. This way the teacher will write down in his personal diary all perceptions which attract his attention in class, so that he can later work on them and reach a reflection process. The observation and follow-up worksheets will be filled in after doing the different activities that we want to evaluate. In our plan, the teacher will evaluate: the use of ICT

and its application in the contents worked in class and the atmosphere in class: the students should think about the keys to reach an optimal atmosphere and try to explain why it is necessary.

III. Units

Unit 1 – Back to school

1. Introduction and Justification

The aim of this unit is to make students be able to introduce themselves through an ice-breaker, to interact and to know each other. In this unit, they are going to be able to communicate to each other, to express their ideas related to their hobbies, interests, likes and dislikes.In addition, they will create a character by the information they have collected from their classmates. Finally, students will take the role of the reporter by asking questions as the main goal is to collect as much data as possible in order to create a character.

2. Contribution to the key competences

In this first didactic unit, we are working with four competences: linguistic communication, learning to learn, personal initiative and autonomy, and cultural and artistic competence. We are going to apply them in the warm-up activities we have prepared for the first three lessons.

3. Competences in the foreign languages

The first key competence, that of linguistic communication, is very important in our first didactic unit because students have to express themselves naturally in the ice-breaker. In addition, in the second key competence, that of learning to learn, students are going to work in groups and in this way they are going to be conscious of the importance of English as a foreign language and to be able to read communicative texts, play a game and to complete several activities. The next key competence is that of personal initiative and autonomy. In this key competence, students are going to be able to create a character by themselves and to exchange information by asking and answering questions in the ice-breaker. Finally, we are also using the cultural and artistic competence and this is the most important key competence in this didactic unit as students are going to be creative because they are going to be reporters, pretending to be holding a microphone to interview his/ her partner.

4. Learning objectives

-To understand and produce oral messages that are contained in the activities of this didactic unit.

-To learn specific vocabulary, the one related to personal information about their classmates and to learn colloquial expressions.

- To participate in the activities in the English class and especially those activities where students are required to work in groups.

- To develop autonomous learning by creating a character by interviewing his/her partner.

5. Contents
- Block 1 Listening, speaking and oral interaction
- Ability to express orally their opinions about several topics (what they like, dislike, what they would like to be in the future, where they would like to live etc.).

- Acquisition of fluency in speaking by asking questions.

- Involvement in group activities by completing activities related to personal information, collecting as much data as possible about their mates.

- Block 2 Reading and writing:
- To complete activities, answer questions and exchange information.
- To read communicative texts and develop their reading skills.
- Block 3 Knowledge of the language:
- To learn lexical and grammatical contents: use of wh-questions, yes/ no questions, personal pronouns and verb to be.

- To learn specific vocabulary relating to personal information.

6. Methodology
We want students to learn how to express themselves among their peers and to be able to play the role of reporter by asking questions and writing them down in order to create a character. In this way, they will be working as a team and in a collaborative way. What is more, they will be encouraged to participate in an atmosphere of acceptance and respect through group work.
7. Evaluation criteria
- Use of the previous knowledge they have about grammatical aspects and vocabulary.
- Introduction to group work, showing a collaborative attitude with their classmate when they are getting information for them to create a character.
- Appropriate understanding of the communicative texts (worksheets with the description of different characters).
- To make an appropriate use of different resources to complete their task.

8. Materials and resources
-Samples of character description:

- Worksheet with instructions of an ice-breaker activity prepared by the teacher which is "Find someone who"

9. Approximate timing:

As it is the first didactic unit, it is shorter than the next ones. Its duration will be of three sessions, about three hours of class.

Unit 2 - Our ideal school

1. Introduction and Justification

In this unit, we are dealing with school issues, what they expect of this course and how was life in primary school, if it has changed over these years. They are invited to compare schools today and before when they were in primary, to read a text from a school (Montessori school) and to compare it with their school. In addition, they have to make a survey about school in the past, to role-play a dialogue, correct mistakes and design their ideal school and present it to the class.

2. Contribution to the key competences

In this didactic unit, we are working mainly with five key competences: linguistic communication, learning to learn, personal initiative and autonomy, knowledge and interaction with the physical world competence and interpersonal and civic competence. We are going try to apply them through this first didactic unit, encouraging students to give their opinion, discussing with their peers some questions and reflecting on their past and present school.

3. Competences in the foreign languages

The first competence is that of the linguistic communication that is one of the most important keys in this unit. Students are asked to express their ideas when they have to work on the warm-up activity or when they have to share their conclusions with the whole class. The second key competence used in this didactic unit is that of learning to learn. In here, students have to think about subjects, breaks, teachers, students and classrooms for their ideal school. But, they are not only reflecting, they are also working in pairs, listening to their peers, looking for information about other schools in other countries, and sharing their conclusions with the whole class. So they are also working on interpersonal and civic competence. In addition, students are also facing the real world because they have to compare today's schools to those of some years ago. In fact, they have to bring photos of the school from the past, so we are also dealing with knowledge and interaction with the physical world competence. Finally, we are also working with personal initiative and autonomy because they have to design a presentation about their ideal school by using a PowerPoint or

49

cardboard to deliver the presentation. In this way, by giving their own opinion, students can acquire some strategies to develop their own personality.

4. Learning objectives

-To understand and produce oral messages about their ideal school and how has life at primary school changed over the last years.

- To increase the active vocabulary in this didactic unit (vocabulary related to school by all means).

- To understand and respect other students' opinions, realizing that there are different ideas about an ideal school.

- To deduce the meaning of the words by the context in the proposed text.

– To educate towards tolerance and respect, being able to understand other lifestyles and that there are different schools in other countries that are not similar to ours.

– To make students be conscious of their progress, their ability to express their ideas and opinions through surveys (schools in the past) among their classmates, through role-plays and the presentation design.

5. Contents:

Block 1: Listening, speaking and oral interaction:

- To discuss with students some questions in the discussion (How has life changed over the years? Has it changed at all? If not, why do you think so?)

- To compare and describe different texts (Montessori school and traditional school)

- To produce oral texts both in groups and individually

Block 2: Reading and writing:

- To read authentic texts (Montessori school)

- To understand the core of the reading task and to work on different task (warm-up activity, Montessori school etc.)

Block 3: Knowledge of language:

- To practice the new vocabulary related to school

- To use some linguistic Features such as: " used to", " when I was", "simple past", "would like", " First, second, then" and revision of "can".

Block 4: Socio-cultural aspects:

- To engage students with another culture by means of comparing two different schools.

- To compare two different schools from two different countries (UK and Spain)

6. Methodology

In this didactic unit the methodology used is that of the autonomous learning. Students have to look for information by themselves in order to compare two different schools from two different countries. In addition, they have to be able to work in group when they have to role-paly a dialogue. Finally, we have used authentic materials such as pictures from real schools.

7. Evaluation criteria

- Introduction to formal and informal debate by giving opinions when they have to role-play a dialogue.

-Participation in class discussion about nowadays and past schools, and different schools in another country.

- Appropriate understanding of the articles they have to read while they are looking for information in order to do the comparison.

8. Materials and resources:

- Example of the warm-up activity (Acrostic poem) http://www.readwritethink.org/files/resources/interactives/acrostic/

- Role- play worksheet prepared by the teacher in which one student is the secretary of Montessori School and the other the mother or father that want to enrol his/her son/daughter on that school.

- Articles from Montessori schools: www.**montessori**educationuk.org/

- Photos of schools: http://goo.gl/KG7WM6

9. Approximate timing: About 6 sessions of 50 minutes each one.

Unit 3 – Literature: Tragedy, Love, Revenge

1.Introduction and Justification

We have chosen this title because in this unit students will work with literature. From that point on, they are going to deal with the ballad *The Two sisters of Binnorie*, so that they will be able to use vocabulary related to literature and simple past regular and irregular verbs. In addition, they are going to learn past events that happened in Scotland through the story.

2. Contribution to the key competences

In this didactic unit, we are working with four key competences: linguistic communication, personal initiative and autonomy, knowledge and interaction with the physical world competence, interpersonal and civic competence and cultural and artistic competence.

3. Competences in the foreign languages

Linguistic communication is one of the key competences used in this unit as students are asked to act out the ballad through a role-play. In addition, they will also use the writing part by answering to questions after reading the ballad. We are also going to deal with the personal initiative and autonomy, as they are going to look for a tragic song and record it. The learning to learn and interpersonal competences are also used in this unit through group work. Finally, the cultural

51

competence is used when students are required to read about the ballad that deals with the past culture of Scotland. They acquire a wide view of literature of a different culture through songs, flashcards and several activities.

4. Learning objectives

- To understand written messages about a complicated story from the past
- To increase the vocabulary related to the ballad (Knight, harper, hair lock, swan, mermaid etc.)
- To produce oral messages by means of acting out a play
- To expand students knowledge on the historical background in which the ballad is written
- To be able to look for useful information on the Internet.

5. Contents

Block 1: listening and speaking:

-To understand the animated version of the ballad

-To encourage students to use their creativity and IT skills as much as possible to grasp meaning from the ballad and the tragic song they have chosen

Block 2: reading and writing:

- To understand the vocabulary of the text which is related to literature and past events.

- To be able to add new lines on the poem they have chosen.

- To design a short leaflet to let the rest of the school learn about the ballad.

- To encourage students to write another story in which they pretend to be living in the 17th century and they dream about what life is like in the 21st century.

Block 3. Language awareness and reflections on learning

- To learn the rules of simple past regular verbs through the ballad.

- To use the rhythm and the intonation correctly through the different ballads they are going to listen in class.

- To acquire some pronunciation rules related to simple past regular tense by listening to the different ballads.

Block 4. Socio-cultural aspects and intercultural awareness:

-To introduce students to past events happened in Scotland which are related to nowadays songs.

-To expand student's knowledge on the historical background in which the ballad is written.

-To analyse the ballads from a historical perspective.

6. Methodology

In this unit, we want students to be autonomous while they are learning. They have to look for information from the school library or Internet in order to write a story in which they pretend to be living in the 17th century and they dream about what life is like in the 21st century. In this way, they make reference to real life, things they know and they have experienced. In addition, we want students to be collaborative and encourage an atmosphere of acceptance and respect through group work while they are working in order to act out. Finally, we have also used authentic materials such as pictures from Scotland and pictures related to the beauty through ages as portrayed in the poem.

7. Evaluation criteria

- Appropriate understanding of the ballad, identifying the main vocabulary and expressions related to it.

- In groups, representation and understanding of their roles, the scenario and their objectives

- Participation in class discussion on the older concepts of beauty through the ages as portrayed in the poem.

-Understanding of lexico-grammatical features: simple past regular and vocabulary related to the story

8. Materials and resources

- Pictures from the 17century environment related to Scotland: The cruel sister by John Faed; oil on canvas and Binnorie 2 by Tanmorna

- Internet access and computers

-Different versions of the ballad: www.sacred-texts.com/neu/eng/child/ch010.htm

- Ballad: http://rpo.library.utoronto.ca/poems/twa-sisters-o-bionnorie

- Role-play

- Other lyrics: The Cruel Sister, Dying for Love and Hate, Revenge after Revenge

- Word bank illustrated in the Appendix

- Role- play prepared by the teacher that is illustrated in the appendix

9. Approximate timing: About 7 sessions of 50 minutes each one (2 weeks more or less).

Unit 4 – The death and life of John Lennon.

1. Introduction and justification

We have chosen this title because students work with the authentic newspaper article about the death of John Lennon. They do not only learn biographical information about him but also the historical context he lived in. In addition, students work with the language dimension as they analyse lexical items critically, inferring meaning from the context and working literal and implied meaning. In

fact, students have some questions in the reading task that they have to complete. The aim of this unit is to facilitate student's understanding of the given article while highlighting its main ideas.

2. Contribution to the key competences

In this didactic unit we are dealing with the competence in linguistic communication, personal initiative and autonomy, cultural and artistic competence, and digital competence.

3. Competences in the foreign languages

In this unit we deal with the competence in linguistic communication since students has to analyse items critically and infer meaning from the context. In addition, in the pre-task activity, students are asked to communicate by telling to the rest of the class what do they know about John Lennon. Then, in order to get information to write a newspaper by their own, students have to use Internet. In this way, both competences are used: personal initiative and autonomy, and digital competence. Finally, we have also used cultural and artistic competence, which is the most important competence in this unit. In fact, we want students to work with intercultural knowledge and understand by focusing on who John Lennon was and the influence he had on people, and learn about specific neighbouring countries. In this way, they are introduced to a wider cultural context as John Lennon is considered a worldwide music icon.

4.   Learning   objectives
-To introduce students to John Lennon's life and the circumstances of his death.

-To learn specific vocabulary connected to crime.

-To write a newspaper article.

-To understand the magazine article.

- To understand the documentary of John Lennon and at the same time, to be able to take down notes while watching it.

- To develop strategies for the acquisition of a foreign language by using dictionaries for specific vocabulary or the Internet in order to look for information about John Lennon's death.

5. Contents

Block 1: Listening, speaking and oral interaction:

-     Free   conversation   about   the   death   and   life   of   John   Lennon.
-     Understanding   of   the   newspaper   article   about   John   Lennon.
- Comprehension of the documentary on John Lennon.

Block 2: Reading and writing:

-To produce a newspaper article.

-To understand the magazine article about John Lennon's death and answer the questions related to it.

-To find expressions on the text and explain what do they mean.

Block 3 Knowledge of the language:

- To Analyse lexical items critically.

- To understand the literal and implied meaning of the article.

- To use an appropriate register in the newspaper article.

- To learn specific vocabulary connected to crime.

Block 4 Socio-cultural aspects and intercultural awareness:

- To study John Lennon's historical background from different perspectives (to look at Lennon's birth certificate, read a magazine and watch a documentary).

- To work with intercultural knowledge of the 80s in US (where john Lennon was born, where he was living, when he died, and the historical context in which he grew up).

6. Methodology

In this unit we want to promote the autonomy through the writing of a newspaper article while they are looking for information by their own in order to write it. In this way, students can practice their writing techniques by writing an authentic article. In addition, we want to promote an atmosphere of acceptance and respect through classmate's interaction since they have to talk about Lennon in the Pre-task. Finally, we also want to promote the knowledge the student have of his/ her own learning through the hand in of the newspaper article which is later returned to the student corrected by the teacher.

7. Evaluation criteria

- The proper use of the specific vocabulary and expressions used in this unit.

-The comprehension of the authentic newspaper article.

- The coherence in the written text by means of orthography and good disposition of the space.

-The understanding of the information of written on-line texts they have to look for.

-The proper use of technologies information and communication resources by means of selection of the information.

8.Materials and resources:

- Copy of the *New York* magazine article about John Lennon's death:

http://nymag.com/news/features/45252

- Dictionaries for students to look up the words they do not know.

- Access to the Internet to look for information about John Lennon's death

-Documentary " The Day John Lennon Died" from You Tube:

https://www.youtube.com/watch?v=TRbUMnU2Trc

- John Lennon's birth certificate:

http://www.findadeath.com/Deceased/l/John%20Lennon/john_lennon.htm

9. Approximate timing

The duration of this didactic unit is ten sessions of fifty minutes each. This is about two and a half weeks of class.

Unit 5 – 'Reduce, reuse and recycle'

1.Introduction and Justification

We have chosen to work on this unit because it is important to involve students in solidarity. In fact, we want them to be conscious of the importance of recycling. In addition, students will learn basic IT skills combined with 3Rs philosophy, and experience the satisfaction of growing their own food and help others to do the same.

2.Contribution to the key competences

In this unit, we are going to work with the following competences: linguistic communication, interpersonal and civic, knowledge and interaction with the physical world, personal initiative and autonomy, and digital competence.

3. Competences in the foreign languages

The activities included in this unit, promote the development of linguistic communication competence, since students are going to be involved with their community. They are going to choose an Institution to visit and collaborate with. In addition, they will share their knowledge and become teachers for a day instructing others to get Green. This activity, contributes also to the development of knowledge and interaction with the physical world competence. Then, we are also using the interpersonal and civic competence, since students are going to establish the difference between consumption and the 3Rs implementation in their country and Great Britain. Another competence used in this unit is also that of personal initiative and autonomy as students are going to create individually a document in a Word Processor after searching what 3Rs is and after reflecting both on the terms Reduce, Recycle and Reuse. In this unit, we are also using the Digital competence since students have to create a folder, a chart, and a creative typography in the computer to promote motivation and the use of web tools as an educational tool.

4.Learning objectives

- To get acquainted with the 3Rs meaning in L1 and L2.

- To understand oral and written messages that are contained in the text by listening to a song, by watching a video and by reading different text related to the unit.

- To increase the vocabulary related to the environment, waste and pollution.

- To understand and practice the grammar points of this didactic unit: cardinal and ordinal numbers, verb "To be" and Have got.

- To participate in all kind of activities in the English class.

– To understand and respect the socio-cultural aspects, in this case, when they have to identify similarities and differences between consumption and the 3Rs implementation in their country and Great Britain.

– To read in a comprehensive way several texts for the creation of the folder.

– To educate towards tolerance and respect, being able to work in a collaborative way.

– To make the students be conscious of their progress, as they can carry out a debate and speak fluently when expressing their ideas.

5. Contents

Block 1: Listening, speaking and oral interaction: **-**To engage in communication by sharing their knowledge, becoming teachers for a day and instructing others to get green

- Understanding of the most relevant activities in order to develop their listening skill: song " The 3Rs Lyrics by Jack Johnson"

- Confidence and initiative for public speaking

Block 2: Reading and writing:

- Understanding of the text about 3Rs policy established by the united states Environmental Protection Agency (EPA)

- Planning by creating a folder in a computer

Block 3 Knowledge of the language

- Revise lexical and grammar contents such as cardinal and ordinal numbers, verbs To Be Have got and modals(can, cannot, must, must not)

- Make students aware of the use of the simple present and imperative in the text about the United States Environmental Protection Agency (EPA)

- Learn lexical and grammar contents related to the environment, waste and pollution

- To sing the song " The 3Rs Lyrics" to develop their pronunciation skills

Block 4 Socio-cultural aspects and intercultural awareness:

- Engage students in a different culture by establishing the differences between consumption and the 3Rs implementation in their country and Great Britain.

- Understand that learning a foreign language is a personally enriching experience by involving them, at least in this unit, in the language learning, technology and solidarity

6. Methodology

In this unit, we want students to have a meaningful learning. First, they will learn the 3Rs concept and reflect on how waste is a relevant issue or not in their country. Then they will surf the web to search other countries' policies, to sing a song in order to develop their pronunciation skill. Finally, they will learn to make a pot out of a plastic bottle and grow their own food. In addition, students should be able to involve with their community by choosing an Institution to visit and collaborate with. What is more, they should be also able to create a document in a Word processor and a creative typography in order to call their peer's attention**.**

7. Evaluation criteria

- Understanding of the cultural and social aspects related to the text

- An adequate understanding of syntax that appears in the texts (Present simple and imperatives).

- Showing a collaborative attitude with their classmates by growing vegetables and helping others to learn how to do it.

- Participation in class discussion by giving their opinions about *reduce, reuse and recycle.*

- Correct use of spelling, especially when students sing the song " The 3RsLyrics".

8. Materials and resources

- Some written texts given by the teacher that was taken from the web: www.recycling-guide.org.uk/rrr.html

- What is energy?: http://www.youtube.com/watch?v=wyVF6R9e6xE

-Peak oil: http://www.youtube.com/watch?v=gHKp5vF_VoE

- Use of Computers to listen to " The 3Rs Lyrics" a famous song by Jack Johnson found on:

www.youtube.com/watch?v=Uso_vh1Jz7E&list=RDUSo_vH1JzEso

-Students play *Rethink waste* game online at:

http://rethinkwastegame.eco-schoolsni.org/

-Students are provided with seeds to grow an organic vegetable using a plastic bottle as a pot

9. Approximate timing: The length of this unit is of ten lessons of fifty minutes each one (approximately two weeks).

IV. References

- BOA. Orden 9 de mayo de 2007.

- Educaragon.org; Departamento de Educación, Universidad, Cultura y Deporte (Gobierno de Aragón).

Web sites:

➢ www.readwritethink.org/files/resources/lesson.../sample.pdf
➢ www.stcloudstate.edu/reslife/staff/documents/**icebreakers**.pdf
➢ http://www.readwritethink.org/files/resources/interactives/acrostic/
➢ www.**montessori**educationuk.org/
➢ http://goo.gl/KG7WM6
➢ www.sacred-texts.com/neu/eng/child/ch010.htm
➢ http://rpo.library.utoronto.ca/poems/twa-sisters-o-bionnorie
➢ http://nymag.com/news/features/45252
➢ https://www.youtube.com/watch?v=TRbUMnU2Trc
➢ http://www.findadeath.com/Deceased/l/John%20Lennon/john_lennon.htm
➢ www.recycling-guide.org.uk/rrr.html
➢ http://www.youtube.com/watch?v=wyVF6R9e6xE
➢ http://www.youtube.com/watch?v=gHKp5vF_VoE
➢ www.youtube.com/watch?v=Uso_vh1Jz7E&list=RDUSo_vH1JzEso
➢ http://rethinkwastegame.eco-schoolsni.org/

V. Appendix

❖ Unit 1

Stick a picture of your classmate and write the information you got from the ice-breaker. After that, create a character by following the same structure and the same information you got from your classmate.
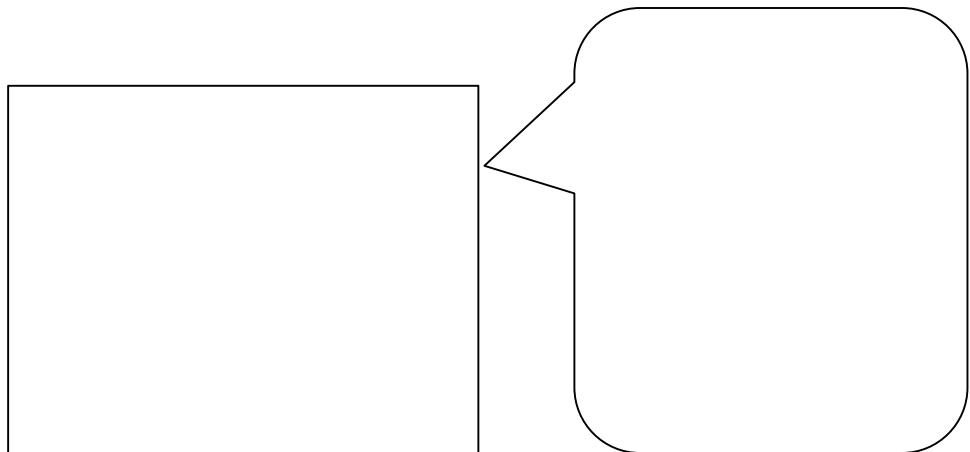
❖ Unit 2

• **Role-play activity:**

Student 1

You are the secretary of Montessory school. Someone comes to enrol his/her child on the school. Fill in this form and answer questions to the school

Name   of   the   child:

Parents'   phone   number:

Child's   age:

Child's   interest:

Child/play/music   instrument?

Morning/afternoon shift:

Info about the school

FEE:$350 monthly. With meals:450

2 teachers in the classroom

Student 2

Your child is nine years old. You want to enrol her on a Montessori school, so you will have an exchange with the school secretary. You also have some questions about the school system.

Your **info**

Cell phone: 11-654-8876

Info **about** **your** **child**

Age: Nine
Name: Hanna Smith
Her interests: painting and pottery: she likes singing
She does not like to get up early in the morning

Questions **about** **the** **school**

How much/fee?
How many/teachers/in the classroom?

❖ Unit 3

● **Role-play activity:**

<u>Student1</u>

You are the "good" sister who died. you are the younger sister. You love the knight and you hate your eldest sister for getting married to someone she does not love. you need to persuade her to either leave the country(letting you marry the knight) or jump into the dam…

<u>Student 2</u>

You are the "cruel" sister who pushed the younger. You are the eldest. You are not in love with the knight but you need to get married to inherit your father's land. Besides, you know he loves your youngest sister.

● **Working with vocabulary:**

1) Categorize the words in the bank into objects,actions, people, places.

2) Adopt a word! In pairs, use a dictionary and ask for your teacher's help to become a specialist in the set of words your teacher has assigned to you.

3) Now, in groups of four, present your words to the rest of the class.

WORD BANK	Knight	Dam	Mermaid	Swan	Harper	Hair locks
Mill	Ring	Swam	Drown	Stane (stone)	Glove	Lily hand

● Task:

Discuss older concepts of beauty through the ages as portrayed in the poem by phrases that allude to hair and skin colour.

❖ **Unit 4**

● **John Lennon's birth certificate**

Ninth
October
1940
483 Liverpool   John   Boy   Alfred   Julia   Steward   A. Lennon   Eleventh   J R
Maternity Winston   LENNON. LENNON   (deceased)   Father   November   Lockwood
Hospital   formerly   9   9   1940.
STANLEY.   Newcastle   Newcastle Road   Registrar
Road   Liverpool 15.
Liverpool 15

Liverpool South
1940   Abercromby   County of Liverpool

❖ **Unit 5**

Example of a chart they have to create in their computers according to the 3Rs implementation in each culture.

3Rs	UK	Student's country
CAN		
CANNOT		
MUST		
MUST NOT		

❖ **EVALUATION MATERIAL**

Teacher's framework for the evaluation of the key competences

KEY COMPETENCES	Learning to learn competence	Learning to learn competence	Interpersonal and civic competence	Autonomy and personal initiative	Learning to learn competence	Digital competence
KEY COMPETENCES INDICATORS	Student's attitude	Completion of the tasks	Difficulties of learning or coexistence in the classroom	Involvement in the classroom	Motivation to learn	Use of New Information and Communication Technologies (ICT)
Student's name						

<u>Teaching practice observation sheet:</u>

1. Have the students understood the work method as well as its utility and purpose?

2. Students' general evaluation of the used sources (dictionaries, press, activities…)

3. Have all the students used the ICTs correctly? Why?

4. Suitability of the activities and schedule.

5. Has the purpose of the activity been achieved?

6. Problems of the activity:

LEARNING UNIT OF WORK

Travelling and Means of Transport

Marta Guillén Clavería

Beatriz Ibáñez Ortuno

Prof. Vicky Gil

Curso 2015/2016

Máster Profesorado-Lenguas Extranjeras

TABLE OF CONTENTS

INTRODUCTION

JUSTIFICATION

This document refers to the programming of a unit of work for the fourth year of Compulsory Secondary Education of the subject of English as a foreign language.

The topic of this unit of work is about *Holidays* and in particular it focuses on *travelling and means of transport*. This is a global topic that every studentlikes since to a greater or lesser extent they have been on holidays and travelled by different means of transport. The purpose of the unit is to make students be competent, resourceful and autonomous when travelling abroad. In addition, this topic is of particular interest for our students since due to a high economic background of a large number of the students' families, they can afford and actually spend long stays abroad. In case of the learners, many of them both have spent and/or will soon spend an academic year abroad studying at foreign High Schools in order to improve the language acquisition.

Therefore, this unit of work has been made mainly to be useful and to help students to reach the goals that will allow them to be successful travellers. Each unit is going to be related and connected to the previous one and the next one, so students will notice the progress they are doing, and they will also be able to find a real purpose that is, to be able to use their own resources in order to understand and be understood with people from all over the world as the National LOE Curriculum states.

We also emphasize the importance of encouraging students' autonomy in their educational process, so the teacher is going to be a guide for students, and not only a mediator in theoretical learning.Moreover, we highlight the idea of working in a cooperative way and this can be reflected in the majority of our activities which involve either pair work andgroup work interaction.

CONTEXTUALIZATION

This Unit of Work has been designed for the school Santa María del Pilar (Marianistas). This is a charter school, that is, a private Catholic school which covers a wide area in El Canál, in Zaragoza so unluckily, we will barely find diversity of cultures.

This unit is going to be put into practice in a class of fourth year of Compulsory Secondary Education. There are 28 students where the majority of them have a high level of English. This is due to the fact that most of their parents have qualified university degrees and high-paid jobs so they instill their children the mindset and predisposition for learning and studying. In addition, a large number of students attend school of languages outside school hours which improves their English level.

Inside the classroom most of the students participate in the activities actively, they show readiness and motivation for learning. There are no students with special needs so no adaptations are carried out in the designing of this unit of work. In general they like English and they participate in class, so this is a good and the main reason for implementing many communicative activities to help them to develop their oral skills.

ORGANIZATION OF LEARNING UNIT

This learning unit which is called *Travelling and means of transport* is the penultimate unit to be taught. It has been organized to be implemented nearly at the end of the third term, that is, at the end of May. This unit fits in with the rest of the course since, according to the Course Plan for the Fourth Year of Secondary Education, the topic of "Holidays" is taught at the very end coinciding with the end of the school year and therefore students' future summer holidays.

This learning unit consists of 5 lesson plans. The **first lesson** called *On the move* is aimed at introducing students on the unit topic. Students will revise and check their previous knowledge in regard vocabulary related to travelling by means of a series of photos about

different travel destinations as well as for the teacher to test their knowledge on the topic. In addition, they will learn new vocabulary related to the topic which will be used and practiced constantly throughout the whole unit. Finally, they will be engaged in debate about road safety and good manners between different users of transports such as drivers, cyclists, pedestrians and motorcyclists.

In the **second lesson** called *I survived to my nightmare travel experience*, students will practice the vocabulary they learnt in previous session related to the contexts of *at the airport* and *at the train station* by means of different activities like reasoning-gaps activities and ordering a story in chronological order. In addition, they will be engaged in decision-making and problem solving whereby the game*Lost on a desert island* in which students will be participant of a nightmare travel experience and they will develop their critical thinking skills.

The **third lesson plan** called *What a good times!* aims to teach the grammar concept of *used to, be used to* and *get used to* in which students will compare how people used to travel in the past and how they are getting used to travelling now. This will be achieved by means of communicative tasks and an inductive teaching of grammar.

Under the name of *A ticket to a wonderland,* the **fourth lesson** focuses on teaching students how to buy a bus/plane ticket by means of listening first to a customer buying a ticket and later on by students performing a role play between a customer and a ticket seller at the airport.

Finally the **last lesson** deals with students' creation of a travel blog where they will include and put into practice what they have learnt in previous lessons.

These lessons have been organized according to the following criteria: First the introduction of students in the topic of travelling and therefore the required vocabulary of the unit for ongoing practices. Right after, students will read about different travel experiences

and be engaged in one as happens or might have happened to every single traveller. Then students deal with the grammar concept of used to, be used to and get used to in order to make students reflect on how people used to travel in the past and to observe how travelling is changing nowadays. Immediately after students will take the role of travellers in which they want to make a journey and have to buy a plane ticket at the airport. Finally, students will create a blog telling a travel experience they had in order to reflect in all their journey process.

CONTRIBUTION TO KEY COMPETENCES

This learning unit contributes to the acquisition of the following key competences:

- Linguistic communication competence (L1 and foreign languages) is the main competence on which the subject acts. This unit helps to understand and identify the different English grammatical structures, in this case: *used to, be used to and get used to* as lesson plan 3 deals with as well as this unit also provide SS with lexical knowledge taught in lesson plan 1 and practiced throughout the lesson. Furthermore this lesson contributes to the competence by immersing SS in communicative tasks such as the activities *Taboo*, *Lost on a desert island*, debates and the creation of a blog among many others.

- Digital competence. This competence is mainly fostered in lesson plan 5 where it is involved a guided use of Internet as a method for finding information with the aim of reinforcing the content covered in class. Students will be able to search and select information for creating an entry blog. This allows them to reinforce different skills: reading, writing, speaking as well as allows them to develop critical thinking, cognitive process and negotiation of meaning. Furthermore, this competence is also contributed in lesson plan 1 with the reproduction of a video using the media platform *YouTube* in order to carry out a debate afterwards regarding what the students saw in it.

- Autonomy and personal initiative. This competence is demonstrated by students in their personal initiative and also in their participation in decision-making carried out throughout all the lessons. This competence is especially seen in the creation of the blog, in which to create a blog implies the assignment of roles and duties or for instance, in the debate and the decision-making task *Lost on a desert island* implies students' initiative to contribute with his/her opinions to the issue

- Cultural and artistic competence. The chosen topic is a good opportunity to reinforce this competence, since students can learn about different social realities and cultures and develop their creative skills, while creating a blog, talking in debates, etc. This is competence can be seen in the video about Amsterdam and its love for bikes in which SS are aware of how the attitude of people from Amsterdam is like. In line with is, the pre-task in lesson plan 3 in which we show SS photos about how people from other places are used to travel also contribute to the cultural/ intercultural competence.

- **Social and Civic competence.** This competence is specially addressed in the debate and role play task in lesson plan 1 regarding road safety and civic manners when driving. This task will raise SS awareness of the necessity to adopt a conscious attitude on the issue in order to be good citizens. In addition, as we mentioned before, although this school lacks cultural diversity students have to learn to respect other people's opinions in this case it has to be their classmates' and to understand and accept rules necessary for the coexistence in a society. All this is achieved whereby all the communicative activities planned in all the lessons since SS have to respect all their classmates' opinions and take as valid as their own when discussing.

- Learning to learn competence. Group works and cooperation contribute to this competence and to its development because they involve collecting, organizing and analyzing information from different sources. This competence is addressed in the majority

of tasks throughout the 5 lesson plans. The main one that can fully reflect this competence is the creation of a traveller blog in the final lesson.

Inside social and civic competence this unit of work addresses to develop the **cross-curricular** value of traffic safety and environmental education as it is important for students to be good and thoughtful citizens in order to avoid putting lives at risk on the road and we promote the use of non-polluting means of transport.

OBJECTIVES

1. To understand general and specific information in a listening text by means of ranking a book ticket dialogue sequence.

2. To engage SS in communication, to express ideas and point of viewsby means of the road safety debate ,customer and ticket seller role play and games such as taboo or the intruder sentence in a comprehensible and appropriate way with some level of autonomy and developing their own linguistic resources

3. To infer meaning from differentwritten texts related to travel experiencesand toscan in order to find specific information.

4. To write compositions describing and comparing two means of transports with cohesion and coherence using *used to, be used to and get used to.*

5.Tolean and practice vocabulary related to specific contexts such as *at the airport* and *at the bus station*

6. Use the target language and to develop critical thinking skills in order to solve a problem and to make decisions in the communicative task *Lost on a desert island*

7. To perform a conversation between a customer and a ticket seller at the airport

8. To develop the learning autonomy through the active involvement on debates, decision-making tasks and the planning of a travel blog.

9. To write an entry log and create a diary blog

10. To use ICTs with certain degree of autonomy to search for information in order to write a travel blog and to send feedback to their classmates' travel blog.

EXPECTED LEARNING OUTCOMES

At the end of this unit of work, students will be able to:

- Use a wide range of vocabulary related to travelling especially in the contexts of: at the airport, at the train and bus station

- Debate and express their opinions in regard road safety and good manners

- Practice vocabulary related to specific contexts such as *at the airport* and *at the bus station*

- Infer meaning from different gapped texts related to travel experiences

- Rank story events in chronological order by means of SS use of critical thinking and negotiation of meaning

- Evaluate and list a series of items according to their own judgment

- Use the target language and to develop critical thinking skills in order to solve a problem and to make decisions in the communicative task *Lost on a desert island*

- Discriminate between general information and specific one in order to identify and list a dialogue sequence regarding booking a flight

- Perform a conversation between a customer and a ticket seller at the airport

- Identify and compare different pictures regarding different destinations

- Manage to provide definitions both formally and informally by using their own linguistic resources in the game *Taboo* and the Introducer *sentence*

- Develop scanning skills in order to find specific information in a text

- Identify the main elements, components and structure of a travel diary/ blog

- Write an entry log and create a diary blog

- Develop learning to learn skills, recycle and put into practice the contents leant throughout the unit

CONTENTS

The contents for this learning unit are included in the LOE Aragonese Curriculum for foreign languages (pp. 221-223). As in every year contents are distributed in four separate modules and formulated in terms of competences students are expected to acquire. The aim is to work towards the development of these competences in an integrated way.

Block 1. Listening, speaking and conversation

- General understanding of the most relevant data of oral texts issued by multiple sources and appropriate to their ability and experience.

- Understanding and spontaneous production of messages in face-to-face communications about issues related to the students experience and interests.

- Use of comprehension strategies of oral messages, such as the use of verbal and nonverbal context, prior knowledge about the situation and the identification of key words, among others.

- Use of communication strategies to overcome difficulties during communicative interaction and to initiate, sustain and conclude communicative exchanges.

-Involvement in spontaneous communicative situations in the classroom and in conversations on everyday issues and topics of personal interest, with different communication purposes, by using the conventions of conversation.

Block 2. Reading and writing:

- General comprehension and identification of specific information in real texts of different types, on both paper and digital support, about topics of their interest, of general

interest or related to content of other subjects of the curriculum, appropriate to their age and competence.

- Autonomous reading of more extensive texts related to their interests.

- Consolidation and expansion of a variety of reading strategies.

- Use of the appropriate register to the target reader (formal and informal register).

Block 3. Knowledge of the language throughout its use:

Reflection on language in communication

- Understanding and use of common expressions, idioms and vocabulary on topics of personal and general interest, everyday topics and topics related to content of other subjects of the curriculum.

- Understanding and use of structures and functions, appropriate to different situations.

- Recognition and use of the basics of structure and control of the speech, depending on the type of text.

- Recognition and use in communicating the basic elements of discourse structuring and control depending on the type of text.

Reflection on learning

- Application of strategies for the organization, acquisition, recollection and use of vocabulary.

- Organization and use of learning resources, such as dictionaries, reference books, libraries or information and communication technologies.

- Acceptance of the error as part of the learning process and positive attitude to overcome it.

- Organization of personal work as strategy for the learning progress.

- Development of attitudes, procedures and strategies that enable teamwork.

- Confidence and initiative for public speaking and writing.

Block 4. Socio-cultural aspects and intercultural awareness:

- Identification of the most significant features of the society customs, norms, attitudes and values whose language is studied, and also respect for different cultural patterns.

- Appropriate use of linguistic formulas associated with/related to specific communicative situations: courtesy, agreement, disagreement...,etc.

- Knowledge of relevant cultural elements of the foreign language countries, obtaining information through different means, including the Internet and other information and communication technologies.

METHODOLOGY

This unit plan follows a Task-based approach and the main aim is to foster communicative competence. Therefore, all the lesson planning has been structured and organized following a pre-task, task and post task sequence. This can be seen entirely from lesson plan 1 to 5 in which lesson 5 is the final task putting an end to the previous tasks and in which SS apply in it all the concepts and contents taught in previous lessons.

This methodology provides an extremely flexible framework for action, which satisfies the needs of student learning and it adapts to different students' contexts. According to Brown, 2007, *"task- based instruction is a perspective within a CLT framework that forces you to carefully consider all the techniques that you use in the classroom in terms of a number of important pedagogical purposes"* ,thus, according to the principles of Task-Based Learning, this unit plan also makes use of:

- **Authentic materials** appropriated for students' English level such as websites of real travel blogs in lesson plan 5. A documentary video showing how people life and

move in Amsterdam in lesson 1. Real photos about different destinations and transports in lesson 1 and 3 and finally a real nightmarish experience by an American couple narrated in a travel website in lesson 2.

- **Integrated skills**: in this unit of work and therefore, in each lesson plan, all the different skills have been integrated and sequenced as a continuing task, and not as separated elements. In lessons in which only two skills were focused on as it can be lessons 1, 2 and 4 these skills aimed intentionally to be both a receptive and a productive skill.

- Present students with **real communicative situations** such as a role play in which they play the role of customer and ticket seller at the airport in lesson plan 4, the debate regarding road safety in lesson plan 1 or the communication gap in the intruder sentence or taboo game in SS have to struggle to overcome language communicative problems.

- SS interaction is mainly **pair-work and group-work** in order to foster communication. We use this type of interaction in all our lesson plans.

- We pay attention to **individual differences**. This can be seen in lessons 1, 2, 3, 4 and 5 through the use of a variety of strategies such as texts, images, videos ,role-plays or blogs in order to adapt to different learning necessities and styles and to make it suitable for all the multiple intelligences.

- The use **cooperative learning** in order to push SS to interact with each other and to make the learners participate in decision making and negotiation of meaning with each other. This can be seen in the final task where they have to create a blog as well as the problem-solving and decision-making task in lesson plan 2 *Lost on a desert island* and/or in the game Taboo in lesson plan 4.

DIFFERENTIATION

The National Curriculum – Ley Orgánica 2/2006, de 3 de mayo – puts emphasis on the concept of quality education for all types of students. This means that, differentiation on the curriculum and certain curricular adaptations will be implemented depending on the individual characteristics of learners. The methodological principles of the LOE Aragonese Curriculum also highlight that individual factors may affect the learning process. Therefore, our course plan is going to pay attention to and students' individual differences and their different types of intelligences when it comes to provide resources and materials.

EVALUATION CRITERIA

The type of evaluation chosen in this unit of work is continuous assessment. Teacher takes into account the effort of the students in every specific task as well as attitude, participation and homework in order to evaluate their progress.

-Comprehends general and specific information in a variety of oral and written texts related to travel experiences and booking a flight.

- Identifies and acquires vocabulary and expressions related to travelling and means of transport.

- Produces meaningful communication and overcomes communication gaps during the realization of communicative tasks such as role plays, debates and problem-solving tasks.

- Participates and shows interest in the classroom   both in working cooperatively and in the realization of task

- Uses previous knowledge of grammatical aspects and vocabulary and is able to put into practice the grammar concept of the unit.

- Ability to create a travel blog, including appropriate sections, structures, components of a blog and the ability to include previous knowledge of past sessions.

-Uses ICTs with certain degree of autonomy to search for information and to produce texts.

Tools for students' assessment:

Teacher's notes written in a diary/journal after each session which

- Teacher feedbackand observation on SS' performance

- Rubric to assess the final task in lesson plan 5 (travel blog creation) which aims to reflect all the knowledge gathered from previous sessions.

Tools for teacher´s self-assessment:

- **A diary will be written at the end of each lesson by the teacher.** Notes will be taken in order to reflect on the practical execution of the activities. In the diary specific aspects will be pondered such as timing, unexpected problems, inappropriate own reactions, etc. This will allow the teacher to reflect on problems and to comment them with his/her mates to look for possible solutions.

LESSON PLANNING:

Lesson Plan 1: On the move!				Date: May 23th 2016
Teachers: Marta Guillén Clavería Beatriz Ibáñez Ortuno	**Level**: 4º ESO (B1)	**Length**: 55 min		**Students' age**: 15-16 years old

Lesson type: Integrated skills

Expected learning outcomes:

● As a result of this lesson, students will be able to:
- Active their previous knowledge in regard vocabulary related to holidays
- Arise their interest on the topic and to lower their affective filter
- Identify and compare pictures regarding different destinations
- Learn and practice a wide range of vocabulary related to travelling especially in the contexts:

  at the airport, at the train and bus station
- Engage in debate and express their opinions in regard road safety and good manners

Language to be taught and practiced in this session and throughout the unit:

luggage, departure, arrivals, fares, accommodation, journey, coach, passenger, platform, single ticket, return ticket, high-speed train, destination, reservation, timetable, to book tickets, to miss a train, aisles, front and back seats, take off, landing, coach/bus station.

Work on skills				
Reading	Listening	Vocabulary	Speaking	Writing
	X	X	X	

Sub-skills SS will practice:

LISTENING:
- predicting outcomes from events, ideas
- understanding ideas and information in spoken text and utterances which are not explicitly stated
- skimming: listening to obtain the gist of a spoken text

SPEAKING:
- Justifying an opinion
- reacting to others
- describing something
- making comparisons
- agreeing and disagreeing

Stage aims	Procedure and teacher talk	Timing	Interaction pattern	Materials and resources used
PRE-TASK/warm up *Speaking as interaction* To engage learners in the topic and to active schemata	*Teacher talk: Good morning class this unit called travelling and means of transport we will learn vocabulary related to in order to become successful traveler. This unit is going to be interesting for you since summer is coming and sure that many of your will go somewhere else abroad. So with this unit you will learn, how to move freely abroad, how to make ourselves understood or how to buy a ticket . So..to start who can tell me different destinations you can go on holidays.* **T** shows a set of pictures about different places/destinations (paradise island, safari, skyscrapers, village, theme parks, mountains) and asks	5 min	T -> SS Whole class	Projector Laptop Worksheet with pictures

	them to recognize the pictures -**T** asks them which one is the ideal destination for them and how do you go to these places.			83
PRE-TASK: *Vocabulary,* Enabling task. To check and revise previous knowledge and to teach vocabulary related to travelling	T talk: *Well, I suppose that most of you use to travel by plane, train or car but, what different means of transport do you know?* **T** asks SS to brainstorm vocabulary related to travelling by different means of transport. Copy the brainstormed vocab in the blackboard. Afterwards, set different and real contexts when providing new vocabulary (at the airport, once inside a plane, at the train station) and copy the vocabulary in the blackboard.	15 min	Whole class	Blackboard Chalk

TASK	Teacher talk:		20 min	T	Internet
Listening	*Moving to a different*			-> SS	Teacher's
Speaking	*means of transport. I've*			W	laptop
as transaction	*seen many of you*			hole class	
Debate/R	*coming to school by*			G	projector
ole play	*bicycle so I'm going to*			roup work	[https://www](https://www.youtube.com/watch?v=V8QCt-2SAbg)
	show you a video about				[.youtube.com/watch?](https://www.youtube.com/watch?v=V8QCt-2SAbg)
	Amsterdam, have you				[v=V8QCt-2SAbg](https://www.youtube.com/watch?v=V8QCt-2SAbg)
-To	*been there? (2 min)*				
engage students in					
debate about road					
safety and good	**T** plays in				
manners between	YouTube the rap song				
drivers, cyclists,	video "*Amsterdam*				
pedestrians and	*loves bikes*" (4 min)				
motorcyclists.	After watching				
-To	the video, ask them *Do*				
develop SS	*you think Zaragoza is*				
awareness of	*similar to Amsterdam?*				
traffic safety and	*Do you think it is a*				
consciousness of	*cyclist-friendly city or*				
pollution.	*is a dangerous city to*				
-To	*go by bicycle?* (3 min)				
engage students in					
meaningful					
communication in	Then, organize				
authentic context.	SS in 4 different groups				
-To raise	(drivers, pedestrians,				
cultural awareness	cyclists and				
of how people live	motorcyclists) to gather				
in different	ideas in their own				
countries.	groups towards the				
	statements:				
	-Why do you				
	have to take *the other*				

	groups into consideration when driving? -Why do the others have to take *you* into consideration when they are driving?			85
POST TASK *Speaking as performance* -To give students the opportunity to express their opinions to the rest of groups -To sum up the main ideas the debate encountered and to reach an agreement between groups. -To give **feedback** about their performance during their debate.	T talk: *Now, you will show the ideas you have been discussing to the rest of the class. What is the first group that wants to start?* Make SS to explain to the whole class their views towards the previous statements they have been discussing about Give turns to different groups to express and share their own views and ideas towards other groups opinions Take notes of SS' participation and possible mistakes in	15 min	W hole class	

| | order to comment them later. | | | | 86 |

Evaluation of Teaching and Learning process

Teacher's Diary:

- Have all the students participated in both tasks? There are always some students that participate less than others, but I tried to encourage all of them to participate equally.

- Have I monitored SS' productions in an effective way? Students were involved in the debate and I could take notes on their productions.

- Have students been provided with useful feedback? At the end of both tasks, I tried to comment on their productions and students also help on this feedback, commenting some aspects of both activities (what they have liked and have not liked about them).

- Have I given clear instructions? Students understood what they were asked to do, however, I had to repeat twice the instructions of the debate that is, the roles and the questions they have to discuss between their group members.

Homework: None

Lesson Plan 2: I survived to my nightmare travel experience			Date: May 24th 2016	
Teachers: Marta Guillén Clavería Beatriz Ibáñez Ortuno	**Level**: 4º ESO (B1)	**Length**: 55 min	**Students' age**: 15-16 years old	
Lesson type: Integrated skills				
Expected learning outcomes: ● As a result of this lesson, students will be able to: - Practice vocabulary related to specific contexts such as *at the airport* and *at the bus station*				

- Infer meaning from different gapped texts related to travel experiences
- Rank story events in chronological order by means of SS use of critical thinking and negotiation of meaning
- Evaluate and list a series of items according to their own judgment
- Use the target language in order to solve a problem and to make decisions

Work on skills				
Reading	Listening	Speaking	Vocabulary	Writing
X		X	X	

Sub-skills SS will practice:

READING:

- deducing the meaning and use of unknown words
- using one's own knowledge of the outside world to make predictions about and interpret a text
- identifying and understanding the gist
- following the sequence of a narrative
- understanding the meaning and implications of grammatical structures

SPEAKING:

- turn-taking & interrupting
- reacting to others
- justifying an opinion
- making suggestions
- clarifying understanding

Stage aims	Procedure	Timing	Interaction pattern	Materials and resources used
PRE-TASK *Reading* Travel experiences Reasoning-gap activity -To make SS to	Teacher talk: *The first activity today deals with travel experiences. In pairs, read the extracts I am going to hand out and talk to your partner to infer the possible meanings in the gaps.* T gives SS a worksheet with two gapped extracts about people talking	10 min	Pairwork	Worksheet

infer meaning from a specific context -To give learners the opportunity revise vocabulary learnt in the previous session - to engage students in meaningful communication and negotiation of meaning	about their travel experiences. In pairs they have to talk with the partner and infer the words missing			
TASK *Reading* Order a story in chronological order -To engage students in a cognitive process and in negotiation of meaning	Teacher talk: *Well, here you have some strips of paper about a real nightmare trip suffered from a couple (Kim and Patrick). You have to negotiate the order of the events with your partner to put them into chronological order. Have you got any doubt?* T gives SS a set of strips paper about a nightmare trip in which, by talking with the partner, they have to put the events into chronological order	10 min	Pairwork	Worksheet Adapted from http://travel.wikia.com/wiki/Nightmare_Travel_Stories

	T note: *(incase some groups finish earlier give them already the second task)*				89
TASK *Speaki ngas transaction* *Lost on a desert island.* Decision-making task -To develop SS' critical thinking and negotiation of meaning. -To engage SS in a problem-solving and decision-making task -To give ss the opportunity to use the language in an authentic context and a sense of initiative and entrepreneurship	Teacher talk: *Now, image you are on a cruise with Patrick and Kim that. The ship is sinking and each group has to survive with a list of items you must order according to their importance.* T explains SS they are on a cruise with the protagonists of the previous activity but there has been a crash and the cruise is now sinking. In groups of 4, SS have to rank a list of items they managed to save in order of importance for them to survive.	20 min	Group work	Worksheet Projector Laptop Adapted from**http://insight.typepad.co.uk/lost_at_sea.pdf**

POST-TASK *Speaking as transaction* Peer feedback To monitor students 'oral production	T talk: *Before I show us the right solution to survive, move to another group and discuss with your partners your decision ranking the items.* SS change groups to explain and share their decision of their survivor list to other groups. Then the teacher shows the solution with the items correctly ranked in the projector in order to show them if they could be good survivors. T moves from one group to another to listen and add comments about their decision-making.	15 min	Whole class	Projector laptop

Evaluation of Teaching and Learning process

Teacher's Diary:

- *Has the teacher explained clearly the objectives of these four tasks and has she given clear instructions to be carried out?* - Yes, students were satisfied with the explanations of the activities.

- *Has the teacher monitored SS' participation in the group activity"Lost on a desert island"?* I tried to take notes on students' participation and I encouraged them to comment their ideas.

- *Have students received appropriate feedback from their peers?* Yes, they shared their opinions in an appropriate way.

Homework: Write a short composition (220-260 words) about a travelling experience.

Lesson Plan 3: What a good times!			Date: May 26th 2016	
Teachers: Marta Guillén Clavería Beatriz Ibáñez Ortuno	**Level**: 4º ESO (B1)	**Length**: 55 min	**Students' age**: 15-16 years old	

Lesson type: Integrated skills	

Expected learning outcomes:

● As a result of this lesson, students will be able to:

- Infer and distinguish the different meanings and purposes of the grammar concepts of *used to, be used to and get used to*

- Express actions and/or habits using *used to, be used to and get used to* in any contexts.

- Carry out meaningful and authentic dialogues using their own linguistic resources

- Identify different means of transports

- Describe and compare different means of transport using their writing skills and negotiation of meaning

Work on skills			
Reading	Listening	Speaking	Writing
	X	X	X

Sub-skills SS will practice:

WRITING:

- Content, organization and style

- Expressing grammatical [syntactic and morphological] relationships at the sentence level

- Using markers in particular to introducing, developing and transition to ideas

- Revising

SPEAKING:

- Turn-taking, interrupting and reacting to others

- Opening and closing conversations

- Describing

- Making comparisons

- Agreeing and disagreeing

LISTENING:

- Predicting outcomes from events, ideas.

- scanning: listening for specific details in spoken text

Stage aims	Procedure	Timing	Interaction pattern	Materials and resources used
PRE-TASK:	T talk: *Good morning everybody. Today we will start the grammar section of this unit. First, read the*	15 min	T->SS	Blackboard Chalk

Inductive grammar teaching -To make SS infer the "rules" of *used to, be used to* and *get used to* -To raise SS intercultural awareness	*sentences on the blackboard and try to guess when we useused to, be used to and get used to.* T writes on the blackboard 3 different sentences about oneself (*I used to go to bed really late, I am used to studying 3 hours per day, I am getting used to speaking in public).* Then ask SS to infer their meanings and what the different uses of "used to" can refer to. *T note: Asks some students to provide examples about themselves to confirm SS comprehension *T note: choose SS with a low level of English to provide examples of themselves.				
TASK *Writing as a process* Describe and Compare	T talk: *Look at these pictures, would you like travelling on these means of transport?* T shows SS in the projector several pictures about how people used to travel in the past, pictures of people getting used to travelling nowadays and	1 5 min	T->SS Pair work Whole class	Projector Laptop Photos

	pictures about how people from other places are used to travelling			
	In pairs, write a short composition comparing two of them using the grammar notions we have just seen. Then, you will read it aloud and your partners will guess the corresponding means of transport.			
	In pairs, SS have to write down a short composition (10 lines max) describing and comparing two means of transports using the grammar notions taught previously. Then they have to read it to the rest of the class who will have to guess which means of transport their peers are describing. T note: SS can choose a means of transport of those shown in pictures or different ones from any country they want.			
TASK *Speaking as transaction*	T talk: *Now, we will split up the class in two teams. You will*	2 0 min	Group work	Bag Strips of paper

game :*The Intruder sentence Focus on form (Teaching grammar through communicative tasks)* -To make students practice *used to, get used to o be used to* expressions by means of a game engaging learners in an authentic and meaningful communication.	*practice used to, be used to and get used to by creating a short dialogue with the strip one of the strips of paper you I have here.* T divides the class into 2 groups, Team A and Team B. A member of each team goes to the front and each one pick a strip of paper with a *used to, get used to o be used to sentence* written in it. SS have to make up a dialogue and try to include the given sentences in it. Their team-members have to guess which the intruder sentence of the opponent team is. Before deciding which one is , they should have reached an agreement together first since If they guess it wrong the other team may get the point.		Whole class	
POST-TASK Feedback	T gives feedback of their pronunciation, grammar, use of English just common and basic errors about SS'	5 min	T->SS	

| | performance | of | the |
| | previous task. | | |

Evaluation of Teaching and Learning process

Teacher's Diary:

- *Has the teacher given clear instructions?* Most of the students understood the instructions although some of them asked some questions about the game "The Intruder sentence"

-*Have students participated in the activities?* They showed a collaborative attitude in these tasks.

-*Was there enough time to complete all these activities and provide SS with appropriate feedback?* Yes, but I provide students feedback of their mistakes very quickly,

Homework: None

Lesson Plan 4: A ticket to a wonderland		Date: May 27th 2016
Teachers: Marta Guillén Clavería Beatriz Ibáñez Ortuno	**Level**: 4º ESO (B1)	**Length**: 55 min	**Students' age**: 15-16 years old

Lesson type: Integrated skills

Expected learning outcomes:

- As a result of this lesson, students will be able to:
- Discriminate between general information and specific one in order to identify and list a dialogue sequence regarding booking a flight
- Perform a conversation between a customer and a ticket seller at the airport
- Practice and revise vocabulary of the unit by means of the communicative game *Taboo*
- Formulate and manage to provide definitions both formally and informally by using their own linguistic resources

Work on skills				
Reading	Listening	Speakin g	Vocabulary	Writing

| | X | X | X | |

Sub-skills SS will practice:

LISTENING:

- Recognizing key words and clause divisions
- Using keywords to construct the schema of a discourse
- Predicting outcomes from events, ideas
- Anticipating questions related to the topic or situation

SPEAKING:

- Expressing attitudinal meaning in spoken text and utterances
- Describing and introducing an idea
- Expressing relationships between parts of a spoken utterance through cohesive devices
- Explaining or clarifying

Stage aims	Procedure	Timing	Interaction pattern	Materials and resources used
PRE-TASK: *Intensive Listening(Top-down process)* List and order	T talk: -*Good morning class. Today, following with the topic of travelling we will start listening to a conversation between a ticket seller and a customer.* SS listen to an audio about a customer making a phone call in order to book a flight, SS have to identify, list and order the questions as the speakers talk about them.	15 min	Individual	Projector Laptop Internet http://www.esl-lab.com/flight/flightrd1.htm
TASK *Speaking as transaction* Role play	T talk: -*Now, after listening to the conversation, in pairs you will perform a*	20 min	Pair work	Worksheet Student A and Student B

96

	similar one adopting the the two roles Similar to what they have listened to in the Pre-Task, Ss have to perform a role play about a customer and a ticket seller at the airport. 2 couples will perform it in front of the class			
POST-TASK *Speaking as transaction + Vocabulary* *Taboo game* To revise the vocabulary of the unit and to engage students in authentic and meaningful communication in an entertaining way.	T talk: *We will finish the class playing taboo game. Do you know this game? Have you ever played?* T divides the class in 3 teams: by turns, a member of each team goes to the front and tries to define a vocabulary word written in a card to their team-members who will have to guess it. *T note: advise SS to communicate between each other in advance, given that if they say the word without consulting with the	2 0 min	Group work Whole class	Flashcards Taboo

| | rest, they might lose points. If they guess it wrong other teams get the turn. | | | |
| | T corrects common mistakes related to grammar, pronunciation, or misunderstood vocabulary in order to give them feedback after their performance | | | |

Tools for teacher's self-assessment:

Teacher's Diary:

-Has the teacher explained clearly the objectives and development of these three tasks? - Yes, they have under why and how to perform the activities

-Have all the students participated equally in their groups? Yes, students have participated equally and if some students were trying not to participate, I encouraged them to do it

-Have students received appropriate feedback after their performance? Yes, I tried to correct the most relevant mistakes.

Homework: None

Lesson Plan 5: A traveller's diary (final task)	Date: May 30th 2016

Teachers: Marta Guillén Clavería Beatriz Ibáñez Ortuno	**Level**: 4º ESO (B1)	**Length**: 55 min (- 5 min to go to the Computer Lab)	**Students' age**: 15-16 years old

Lesson type: Integrated skills

Expected learning outcomes:
- As a result of this lesson, students will be able to:
- Develop scanning skills

- Order to find specific information in a text
- Identify the main elements and structure of a travel diary/ blog
- Write an entry log and create a diary blog
- Develop learning to learn skills, recycle and put into practice the contents leant throughout the unit

Work on skill				
Reading	Listening	Speaking	Vocabulary	Writing
X	X	X	X	X

Sub-skills SS will practice:

READING:

- Identifying text organization
- Distinguishing key information from less important information
- Deducing the meaning and use of unknown words
- Understanding layout, use of heading, etc
- Extensive and intensive reading

LISTENING:

- Skimming: listening to obtain the gist of spoken text
- Scanning: listening for specific details in spoken text
- Predicting outcomes from events, ideas
- Processing speech containing pauses, errors, corrections and other performance variables

SPEAKING:

- Turn-taking, interrupting and reacting to others
- Emphasizing a point to indicate important information
- Explaining or clarifying a point already made
- Justifying an opinion
- Making suggestions

WRITING:

- related to knowledge of the genre: Content • Layout • Organization
- related to knowledge of writing processes: • Planning • Drafting Revising Editing
- related to knowledge of language: Expressing grammatical [syntactic and morphological] relationships at the sentence level

Stage aims	Procedure	Timing	Interaction pattern	Materials and resources used
PRE-TASK:	Teacher talk: *Let´s finish this unit by creating a travel blog. Here you have different websites*	10min	T - SS P air work	Computer lab Projector Computers

Reading (scanning) *Speaking as transaction* Analyzing travel diaries. To make SS aware of the different structures and sections of a travel blog	*and travel blogs. In pairs observe the structures they contain.* T shows and suggests SS websites with examples of travel blogs and entries from internet T asks SS to discuss in pairs and to write down what sections, structure patterns a diary travel contain then, we share ideas altogether. *T note: they can surf on the internet and search different websites for travel diaries			Travel blogs websites:http://fromatravellersdiary.blogspot.com.es/ http://www.nomadicmatt.com/travel-guides/europe-travel-tips/ http://www.traveldiariesapp.com/
TASK *Writing* *Speaking as transaction* *Listening* *Reading* Writing a travel diary. To promote digital competence To engage SS in the task through cooperative learning To put into practice what they have learnt	*Teacher talk: -Now, once we have seen some examples, let´s go to create your own travel blog.* T asks SS to create in groups of 4 a travel blog in which they have to write an entry telling their experiences about a travel they have made (It can be invented) T note: *advise SS that the contents they have to include are vocabulary and concepts they have learnt in the previous lessons, that is:* ● *How did you go there (transportation)* ● *Where to buy tickets, fares etc recommendations of ticket fares and type of tickets.* ● *Your travel experiences, & experiences/habits that you*	3 0 min	G roup work	Computers Website with blogs and diary creator: http://www.traveldiariesapp.com/en/Tour

Learning to learn	*were or not used to do regarding the country you visited. (E.gIn Morocco I wasn't used to eat with my left-hand).* ● *Suggestions about accommodation for future travellers.* ● *Leisure time, what to do and visit etc.)* ● Other aspects SS want to include				
POST-TASK *Speaking as performance* To foster SS active participation To make SS to use their own linguistic resources and skills	T talk: *Have you finished your blog entries yet? Any group wants to show us your work?* T asks a volunteer group to show and explain their blog entry in front of the class in order to gain viewers and encourage their peers to do the trip.	1 0 min	W hole class		Projector

Evaluation of Teaching and Learning process

- Has the teacher explained the objectives of this final lesson properly and has she given clear instructions? - Yes, students were able to follow my instructions easily.

- Has any kind of feedback been given to students? Has it been useful for students? Students showed interest on their mistakes they had, trying to correct them.

Homework:

1. To read their classmates travel blogs and leave a comment. The comment can be a question regarding an issue of their trip, a suggestion etc

2. To write down in their notebooks what did they like and dislike of their classmates' blogs.

CONCLUSIONS

We could reach some conclusions from this learning unit. Firstly, we have to say that the main strength of this unit is that it is feasible and realistic and a proof of this is that it was implemented in one of the schools during the placement period with any problem or difficulty by students.

Another strong point are the activities designed, given that according to the feedback received by the students at the end of the unit, the activities were very engaging and motivating for them which made they acquired the knowledge easily. We can say that these activities were quite successful since our objectives were reached and students participated on them actively. Interaction and group work was frequent and it was surprising for us to see how well they work cooperatively and they showed a great interest in communicating with each other and trying to overcome their fears talking in English.

Following the methodological approach we put special attention to meaningful communication as the central focus of language and the keystone of language acquisition. In addition this learning unit presents a wide variety of tasks in which all the four skills are integrated and it variety makes suitable for all type of learners regarding differentiation and the difference multiple intelligences SS can develop with them.

In general we are satisfied with the results bearing in mind that we could implement this unit and we could see in real terms that this learning unit is teachable and adequate for SS knowledge acquisition as well as they can apply the knowledge they have learnt in this unit in their future travels. Nonetheless we can also state that a weakness of this unit may be the difficult control of the L1 usage in the classroom that it is produced when SS works in groups since it is likely that SS tend to use their L1 when the teacher is not monitoring them and/ or one SS within the groups remain more silent than others. Therefore, this last issue is one of the implications for future practices every teacher should bear in mind. Teachers should check what SS speaks less while working in groups and try to encourage him by asking questions about the task or ideas they are commenting.

REFFERENCES

Aragonese Curriculum. Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón.

Brown, D.H. 2007 "*Ch. 3 The Postmethod Era: Toward Informed Approaches", in Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Perason Longman: 40-61.

APPENDIXES

LESSON PLAN 1: ON THE MOVE!

- **PRE-TASK: Holidays destinations**

Pre-task: Vocabulary of the unit

traveling by ...			
rail	**bus / coach**	**air**	
station	bus terminal/station	airport	*luggage,*
train	coach/ bus	aircraft, airplane	*fares,*
catch	**catch**	**get on / board**	*booked tickets,*
get on	**get on**	**get off / disembark**	*single ticket,*
get off	**get off**	**departure gate(arrivals)**	*return ticket,*
platform	**platform**	passenger	*destination, reservation,*
passenger	passenger	**flight**	*accommodation,*
journey	**journey (extended travel)**	**take off**	*timetable,*
depart / leave	**trip (short)**	**land**	*missed a train, bus, flight*
corridor / aisle	depart / leave	aisle	*front and back seats*
high-speed train	**aisle**		

104

LESSON PLAN 2: I SURVIVED TO MY TRAVEL EXPERIENCE

● **PRE-TASK: Reasoning-gap text**

In pairs read the two gapped reading texts about travelling experiences and try to infer the meaning of the words that are missing.

A horrible flight.

My last trip was a complete nightmare. I went to the_____ to take a _____ to Sweden. However, when I saw in the information screen that my _____was delayed I couldn't believe it! I had to wait 5 hours till I finally could _____. Once I was seated in the plane I thought about to have some rest, however there was an annoying kid in the _____kicking my seat all the time... When the plane_____ I realized the airport had lost my _____! I thought this could not get worse, so the first thing I did when I arrived at Sweden was to buy clothes. I decided not to fly with that air company never again!

A lovely misunderstanding.

This is the funny story about how I met Elizabeth. Everything started when I felt asleep the morning I had to take a_____to London. By the time I reached the train_____ I had only a few minutes to take the train so I took a quick look at the_____gates   to   see   in which_____ the train was leaving to London. During the trip, I was seated nearthe_____and the _____ next to me was a beautiful and funny woman whose name was Elizabeth. We talked for hours about her trip and what she was going to do in Edinburgh but, when I told her that I was going to London she started laughing at me. I realised that I got_____ the wrong train!!

- **TASK:** in strips of paper

Reorder this real story about a nightmare trip. Pay special attention to the words in italics. http://travel.wikia.com/wiki/Nightmare_Travel_Stories

---

This was the first of many problems that began our nightmare. The delay would cause us to *miss* our connection in Minneapolis. I quickly headed to the gate and asked the agent what we could do about this. She immediately *rebooked* our flight to a Delta Airlines flight. This flight would take us to Atlanta where would connect to London. The good thing was, the departure gate was just across the aisle from our current gate. We thanked her for her help and headed to our new gate assignment.

We *checked in* for our *flight* to Minneapolis where we would connect for a flight to London's Heathrow airport. We checked our bags, went through security, and headed for our *departure gate*. As we sat in the *departure lounge* an announcement told us that our flight was delayed due to a late arriving plane.

We sat in the departure lounge for over an hour when we received the news that our flight was cleared to *board* and depart. This was great news, but we wondered about our connection. Would we make it? According to our calculations we would get to Atlanta about 15 minutes before our flight left for the UK. It was going to be close but every great adventure has close moments like this. So we headed for Atlanta.

Kim and I left our home in the early afternoon to drive to Nashville where our *journey* to the UK would begin. We traveled to Nashville with a sense of excitement and nervous anticipation. Kim isn't a confident traveler and this *trip* would prove to challenge her beyond her imagination.

As we sit on the *taxiway* waiting for a gate assignment the minutes quickly ticked away. We missed our connection by 10 minutes. As we *deplaned* the gate agent informed us that we could get a hotel for a reasonable rate and handed us a *voucher* for the *accommodations*. She also let us know that we were booked on a flight the next afternoon to Newark New Jersey where we would connect to London.

The *aircraft* for our Atlanta departure arrived on time and we again became excited about our adventure to the UK. Then came the announcement "Due to weather in Atlanta Delta flight xxx will be delayed". Kim and I looked at each other and wondered what is trying to keep us from leaving the US? We again spoke with the *gate agent* and she informed us that they would leave as soon as they received permission that they could *land* in Atlanta.

- **TASk: LOST ON A DESERT ISLAND.**
   (Adapted   from
http://insight.typepad.co.uk/lost_at_sea.pdf)

In a parallel universe Patrick and Kim, the protagonists of our previous activity have not taken a flight but they have decided to go on a cruise. You are in the same cruise with them. However, It has been a crash and the cruise is sinking. Patrick, you and Kim have managed to save 15 items from the cruise and swim to a desert island.

In groups of 4 rank the above items in order of importance for you to survive.

- *25 L of water*
- *A sextant*
- *A mosquito netting*
- *Army rations*
- *Maps of Atlantic oceans*
- *A floating cushion*
- *A shaving mirror*
- *A 10L can of oil/petrol*
- *A small transistor radio*
- *20 square feet of opaque plastic sheeting*
- *A can of shark repellent*
- *One bottle of rum*
- *15 feet of nylon rope*
- *2 boxes of chocolate bars*

- *An ocean fishing kit & pole*

Solutions

Write down the number of points that the Coastguard ranking differs from your score, (disregard plus or minus differences) count them and you will see if you managed to survive and be rescued.

Item	Coast Guard Ranking	Coastguard Reasoning
A sextant	15	Useless without the relevant tables and a chronometer.
A shaving mirror	1	Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
A quantity of mosquito netting	14	There are NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else.
A 25 liter container of water	3	Vital to restore fluids lost through perspiration. 25 liters will supply water rations for your group for several days.
A case of army rations	4	This is your basic food intake
Maps of the Atlantic Ocean	13	Worthless without navigation equipment.
A floating seat cushion	9	Useful as a life preserver if someone fell overboard.

A 10 liter can of oil/gasoline mixture	2	The second most critical item for signaling. The mixture will float on water and can be ignited using the matches.
A small transistor radio	12	You would be out of range of any radio station.
20 square feet of Opaque plastic sheeting	5	Can be used to collect rain water and shelter from the wind and waves.
A can of shark repellent	10	To repel sharks, of course!
One bottle of 160% proof rum	11	Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive.
15ft nylon rope	8	Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses, but none high on the list for survival.
2 boxes of chocolate bars	6	Your reserve food supply
An ocean fishing kit with pole.	7	Ranked lower than the chocolate as there is no guarantee you will catch any fish. The pole might be used as a tent pole.

Scores

00 - 25	Excellent.	You demonstrated great survival skills. Rescued!
26 - 32	Good.	Above average results. Good survival skills. Rescued!
33 - 45	Average.	Seasick, hungry and tired. Rescued!
46 - 55	Fair.	Dehydrated and barely alive. It was tough, but rescued!
56 - 70	Poor.	Rescued, but only just in time!
71 +	Very poor	Oh dear, your empty raft is washed up on a beach, weeks after the search was called off.

LESSON PLAN 3: WHAT A GOOD TIMES!

TASK:

Compare the following pictures and discuss about:

- **How people used to travel in the past:**
    - Carriage - Electric car
    - Horse/donkey - Segway
    - Locomotive - High-speed train
    - Ancient aircraft - Modern plane
    -
- **How people from other places travel :**
    - Schwebebahn/hanging rail (Germany) - Rickshaw(China, Japan, India)
    - Bambu boat (Thailand) - Sled (Lapland)
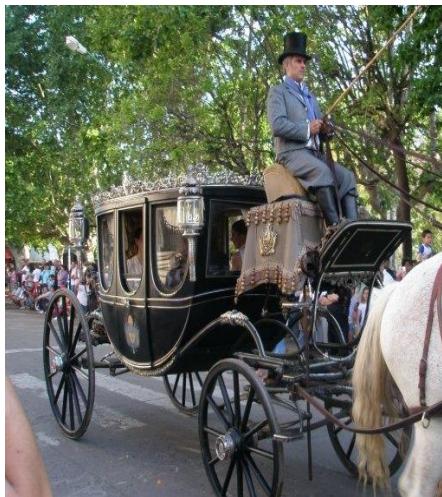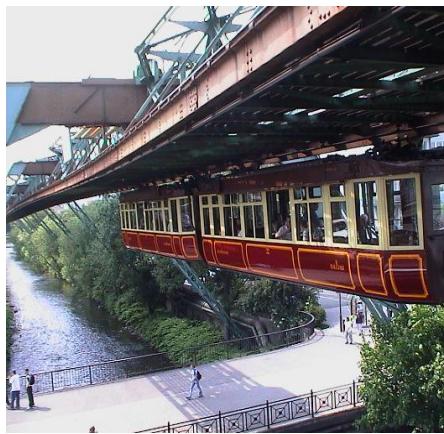
TASK: "The Intruder Sentence game "

I' **m not used to** travelling by plane.
I **will** never **get used to** getting up early.
*My mother **used to** eat meat but she became a vegetarian last year.*
*I **used to** camp in the Pyrenees when I was a child.*
*I **used to like** Justin Bieber, but now I don't listen to him.*
*I **didn't use to** like cheese, but now I love it.*
*I'm **getting used to** sleeping in hostels*
*I **used to** sing in the shower but my neighbours called the police.*
*I **wasn't used to** the hot weather.*
*I **used to** take a lot of selfies in the bathroom*
***Did you use** to dance the spice girls songs when you were young?*
*I'm **getting used to** speaking in English in public.*

*I'm **getting used to** running everyday*	

*I **used to have** a fish called Bubbles*	

LESSON PLAN 4: A TICKET TO A WONDERLAND

● **PRE-TASK:**

Sort and order the questions as the speakers talk about them (there is one statement the speaker does not say).

a) What is the flight number for the second half of his journey?
b) What request did the man make regarding his flight?
c) What is the man's destination?
d) What is the price of the man's flight?
e) How long is the man's layover between flights?
f) When is the man's departure date?
g) When will the man be returning?

● **TASK: ROLE PLAY CARDS**

Student A: You live in Zaragoza and you are going to visit a friend in Moscow You are at Zaragoza airport, get information about the flight and book a ticket. You may have to travel from other airport.
Student B: You are the ticket seller at Zaragoza airport. You don't have direct flights to Moscow. You have to recommend the customer other ways to go to Moscow (train, bus, other airports, flight stopoversetc)

You can write some notes before acting it out.

● **POST-TASK:** Taboo Flashcards

LUGGAGE	DEPARTURE (GATES)	PASSENGER	PLATFORM
x		X	X
CLOTHES	X PLANE	CUSTOMER	UNDERGROUND
x	X FLIGHT	X	X WAIT
SUITCASE	X	TRAVEL	X FLOOR

x TRAVEL	PASSENGER	X PLANE	
FARES X TICKET X PASSENGER X TRAIN	**AISLE** X CORRIDOR X BUS X ROWS	**HIGH-SPEED TRAIN** x AVE x FAST X TRAIN	**SINGLE TICKET** X BUY x CUSTOMER X TRAVEL
COACH x BUS x WHEELS X DRIVER	**TIMETABLE** X SCHEDULE X TRAIN X ARRIVALS	**TO CATCH A TRAIN** X PASSENGER X TRAVEL X JOURNEY	**BROCHURE** X INFORMATION X PAPER X TOURIST
TO TAKE OFF X AIRCRAFT X PILOT X FLY	**BACK SEAT** X BUS X TO SIT X PASSENGER	**RETURN TICKET** X GO BACK X TO PAY X SELLER	**ACCOMMODATION** X HOSTEL X TO REST X ROOM
CARRIAGES	**TO BOOK A TICKET**	**TO LAND (PLANE)**	**COUNTRYSIDE**

X ANCIENT X HORSE X TRANSPORTATION	X TICKET SELLER X MONEY X TRAVEL	X AIRCRAFT X PILOT X PASSENGER	X RURAL X HOUSE X VILLAGE

RUBRIC FOR ASSESSING BLOG CREATION	Excellent	Good	Fair	Poor	Very poor
Teamwork / Cooperative work interaction	The group work very well together with each other and communicate to each other using only English.	The group worked well with each other and communicated sometimes in English.	The group worked well with each other but did not communicate in English.	Group did not work well together. There were obvious miscommunications	Group did not work well together. They did not carry out the task assigned.
Participation	SS show great participation and interest carrying out the blog and asking for questions or doubts regarding the task.	SS show good participation and interest in doing the blog. Asking sometimes questions or doubts regarding the task.	SS show fair participation in carrying out the blog creation. In occasions SS questions or ask doubts regarding the task.	SS shows little interest and participation in carrying out the blog and barely questions in regard the task assigned.	There is no participation and interest in carrying out the task assigned.

Use of English	Proper used of new words and advanced grammar structures are employed.	No grammar or vocabulary mistakes but simple descriptive language and basic grammar. Barely used of the grammar concept learned in the unit.	A few vocabulary and grammar mistakes are evident but do not diminish the meaning of the result.	There are important spelling, grammatical and vocabulary errors. Simple use of vocabulary.	There are numerous spelling, grammar ad vocabulary errors. Difficult to understand.
Content	Group members have a stronghold on the content and it was thoroughly addressed. No mistakes were made with regard to content, taught throughout the unit. Topic fully discussed with	Most of the group members have a solid understanding of the content. Content missing minor elements or contained minor errors.	All the contents are included but some members show lack of knowledge.	Group members have only a superficial understanding of content. Some parts are missing	Group members have little or no understanding of the content addressed in the blog. Copy and paste.

	several examples from their experiences and research.				
Creativity	Blog is extremely creative with evidence and innovative delivery	Blog is creative with evidence and innovative delivery	Blog is fine catch reader's attention few times.	Blog is basic, reader's attention is sometimes lost.	Blog is not creative at all.
Visual support	Visual aids were effectively used.	Visual aids were somewhat effective but weren't used consistently	Few visual aids were introduced.	Too much text and barely visual aids.	Visual aids were not used properly
Follow instructions	All instructions were followed accurately as task was presented. No redirection needed	All instructions were followed accurately as task was presented. Little redirection needed.	Some instructions were followed accurately as task was presented. Some redirection needed.	Instructions were not followed while task was presented. A lot of redirection needed.	Very poor Instructions were not followed at all while task was presented. Too much redirection needed.

8.3 APPENDIX III

PORTAFOLIO DE PRÁCTICUM 2: DISEÑO CURRICULAR Y ACTIVIDADES DE APRENDIZAJE EN LENGUAS EXTRANJERAS, INGLÉS

Marta Guillén Clavería

Agustín Gericó

Violeta Delgado

CURSO 2015-2016

35

WORD COUNT:

unizar.es

In the first part of this portfolio, I am going to analyse the materials and resources used in classroom during my placement period in the school Agustín Gericó, a catholic state-subsidised school located in the urban area of San José. To do this, I am going to focus on the group of 3rd year of Compulsory Secondary Education (curricular diversification), where I have observed a great lack of motivation. This problem is due to

several factors but I think that the most relevant one are the teacher´s expectations towards this group whose consequence is the systematic use of the course book in the classroom. This is the reason why I have decided to choose materials as the main topic of this portfolio because I consider that they are relevant to create new opportunities of learning and cover the individual needs of the learners, as well as increase their motivation and obtain better academic results.

First of all, I am going to describe the materials used in class to guess if they are motivating or not and later I will provide an innovation proposal whose purpose is to fill the gaps these materials may have. I must highlight that the materials are mostly obtained from the course book (*Spark 1,* Express Publishing, 2010), so I am going to focus on it and its other components in my portfolio.

This textbook is a third-level course for learners of English at beginner level (A1) and it also meets the requirements for ESO. It follows a task based model of teaching and it is based on the Common European Framework of Reference.

Apart from the student´s book, the course consists on a workbook that contains units corresponding to those in student´s book; a grammar book, whose units correspond to the grammar structures also presented in the textbook; a student´s muliROM that contains all the recorded dialogues in the student´s book, as well as all transcripts for the workbook and finally an e-book where the students can find other activities related to the units in word format.

The student´s book is divided into eight different modules which follows the same basic structure. As I have said before the book follows a task based model, therefore each module starts with a presentation page to familiarise students with the topic of the unit (pre-task), then the main task where we have a brief section on the four skills, and finally some activities that imply student´s production in a section called *Everyday English* (post-task).

Regarding to its contents, I can say that they are quite similar to the ones of a textbook for 1st year of compulsory education but the teacher adds other higher level materials to enrich her lessons. As an introduction of the student´s book we can read *"Spark develops all four skills (listening, speaking, reading, and writing) through a variety of communicative tasks, and it systematically recycles key language items,* but I consider that this is not completely true. From my point of view most of the activities are about grammar and repeating vocabulary in every unit, therefore they do not offer

examples of real life communication despite of the fact that according to the LOE Curriculum, the communicative competence is the main competence on which the English subject acts. Grammar and vocabulary are the most worked parts because apart from the book since the workbook contains a grammar section with theory and exercises and a vocabulary section with exercises to revise the vocabulary presented in each module. Additionally, the students have got the already mentioned grammar book, whose activities are very structured and repetitive (fill in the blanks, put the words in the correct order to make sentences, match the questions to the answers, circle the correct item…). The carrying out of these activities that are not at all communicative systematically can be very unmotivating for students. According to (Ellis 2003) "*Grammar is a mean to an end and should be integrated in the activities which should be tasks including the* real-world processes of language use, language skills, engage cognitive processes and have a communicative outcome". Therefore we must use grammar in a moderate and appropriate way and combine it with other activities.

The textbook also states that *"it is designed to activate all new vocabulary and structures in meaningful, everyday situations, acquiring and practicing language through pleasant tasks and topics, paying attention to their needs, feelings and desires"*. This is supposed to be true because the course book presents different everyday topics such as school subjects and classroom; daily routines and family; food and drinks… but we can see that the opportunities of communication that this books offers are not very frequent. As I have already mentioned, the only part of each module that provides some kind of communication is the one titled: *Everyday English*. This section presents dialogues set in everyday contexts in to familiarize students with natural language and it is always structured in the same way: 1. Listen and repeat the following sentences; 2.The sentences above are from a conversation, what are they talking about? 3. Read the dialogue and answer the questions and 4. Act out a dialogue about the proposed situation following the dialogue of exercise 3 as a model. This final task consisting on a role-playing is the most challenging and communicative activity that we can find in the student´s book because they can prepare themselves to understand and being understood in real life communication outside the classroom. This is a very important point because through "realia" the students can foster their intrinsic motivation finding a real reason to learn

English. Talking about material, Donyei (1994) gives us two important suggestions on how to motivate L2 learners: *"increase the attractiveness of the course content by using authentic materials that within student´s grasp; and unusual and exotic supplementary materials, recordings"* and *"discuss with the students the choice of teaching materials for the course (both textbooks and supplementary materials), pointing out their strong and weak points"*. Negotiation can be useful in this sense because the students can propose some ideas about their interests and needs which could help teachers to choose the materials that best suit to them. One day I asked the students what they thought about their course book and the majority of them answered that it is quite easy and that was the reason why they like it. Nevertheless, other students said that they did not like the textbook because it contains too many activities and it is boring and repetitive, but the whole class agreed that they preferred the lessons where the teacher puts into practice some different activities such as games or competition activities to work in groups and also when she uses the electronic board to play a song or a video.

Then, I asked my mentor her opinion about the current course book and she answered that its level is sometimes too low for the students, so she tries to change some aspects and include extra materials to suit their individual needs. She added that the use of ICTs in this particular classroom is sometimes difficult for her because of the low level that it has. The class is composed of eleven learners from five different countries; between them a Chinese student and a Moroccan one who do not speak Spanish, what make the understanding of the explanations very difficult, since most of these instructions are given in this language.

This fact, among others, makes that the teacher considers sometimes the use of different materials a waste of time and she prefers to follow the textbook. Every class has some technological resources, although they are not frequently used. However, after seeing the lack of motivation of the students and taking into account their opinions, I consider that the use of ICTs in the classroom to improve the situation.

Before giving arguments for the use of ICTs, I want to start talking about the importance of a differentiated instruction in this class due to the great diversity among students. This kind of instruction is an approach that takes into account the individual needs of the students through the use of different tasks, assessments, groupings… and the resources, of course, have also an important role. This is related to the concept of Multiple Intelligences that according to Gardner (1996) *"has led educators to view a number of*

forms of smartness that learners can manifest". He also states that *"A learner who is strong, for example, in interpersonal intelligence may thrive in the context of group work and interaction, while a student who has high spatial intelligence will perform well with plenty of charts, diagrams, and other visuals"* (Gardner 1996).

Considering these perspectives teachers have to know that every student learn in his/her own way, so we have to give them the possibility of working with multiple materials in order to approach a topic from different angles. In accordance to the LOE curriculum, one of the main methodological principles is the use of ICTs as usual learning resources and I think that their fostering in the classroom will help to ensure that student´s needs are covered and they will be more motivated.

Regarding digital competences, *"students will use information and communication technologies (ICTs) along the term with two purposes in mind: learn how to look for information from digital and traditional resources while getting acquainted with English language"*, so from our subject we must contribute to this competence through the design of very different activities to develop listening, speaking, reading, and writing skills that we have to adapt to our particular context. For instance, videos, songs or computer programmes are resources that will help the learners to improve their pronunciation, writing and to increase their vocabulary as well as motivate them to learn English in a more dynamic way. This proposal can be possible because Agustín Gericó is equipped with a great variety of audio-visual materials such as cassette recorders, computers, projectors or electronic boards, so we can use these materials to catch learner´s attention and create different possibilities of learning.

To conclude, I have showed that the current textbook used in the class of 3rd year of Compulsory Secondary Education (curricular diversification) has not a real communicative purpose, since the activities that it presents are mainly focused on grammar and vocabulary. I believe that the continuous use of this resource is not the better option because the students cannot face any challenge and their intelligences are not differentiated. Every student does the same activities what they consider boring and repetitive.

Materials are a major source of extrinsic motivation because teachers can contextualize their teaching and engage the students in their own language process.

Although the level of the class is quite low and reaching the objectives of the course is not an easy task, we have different alternatives to do it. Firstly, teachers have the opportunity to create our own materials and adapt them to the context and individual needs of the learners. Negotiating the resources according to their interests can help us to know the intelligence in which every student is strongest. Most of these learners have manifested that they prefer learning through ICTs because the activities breaks the routine and they could follow the class easily. However, together with the already mentioned textbook we can find a multiROM and an e-book that complements it with other activities related to the units. Furthermore, if it is possible, materials should be authentic to make the students be exposed to real language and they can be aware of the usefulness of the English language in the reality.

Throughout this portfolio I have tried to demonstrate that the use of ICT in our lessons can be very useful to encourage our student´s motivation and to make the most of some tasks that will help our learners in developing different skills in a communicative and innovative way. Teachers must be able to recognise some constraints and limitations and adapt our teaching according to the situation while we integrate different activities and skills.

REFERENCES:

- ELLIS, R. (2003). *Task-based language learning and teaching*. Oxford, England: Oxford University Press.
- DORNYEI, Z. (1994) "*Motivation and motivating in the Foreign Language Classroom".* The Modern Language Journal 78.3: 273-284.

- GARDNER, D (1996). *Tasks for independent language learning*. Alexandria. VA: TESOL.
- EVANS, V; DOOLEY. (2010) *J. Spark 1, Student´s book.* United Kingdom: Express Publishing

- The Aragonese Curriculum, Orden de 9 de mayo de 2007, del Departamento de

    Educación, Cultura y Deporte.

In this project I will give a reflection and analysis of my own teaching carried out in the school Agustín Gericó, especially in the group of 3rd year of Compulsory Secondary Education (curricular diversification).

The instruments I have used to collect data are a diary as well as peer observation. I have shared this experience with one of my master´s classmate who has been also implementing her lessons in 4th year of Compulsory education (curricular diversification), so we have had the opportunity of observing each other.

First of all I would like to start telling a few relevant things about this class. Most of the students present a lack of motivation and they have a low English level but in general, I think that there is a good atmosphere because the students respect both their classmates and the teacher and they participate when it is required. As I have mentioned in the first part of this portfolio, the class is composed of eleven learners from five different countries; between them two students from China and Morocco who have a very poor knowledge of the L1.

My mentor is in charge of the groups of 1st year of Compulsory Secondary Education and 3rd and 4th year of Compulsory Secondary Education (curricular diversification), and during my placement period I have had the opportunity of observing all of them but I have only taught in the 3rd year. Here, I experienced the reality of everyday lessons and I could notice that sometimes the low level of the students makes the teacher feel frustrated. My mentor asked me to teach the unit six (*Weather and Clothes)* of the textbook (Appendix 2), but I also designed other activities to complement the unit and awaken their motivation.

I felt excited to teach this group because they were very friendly students although my expectations towards them were not very positive due to their English level. This fact could be connected to the Pygmalion Effect *"the phenomenon whereby higher expectations lead to an increase in performance"*; we studied in the master classes previously. This principle was studied by Rosenthal and Jacobson (1968) who stated that "if teachers were led to expect enhanced performance from children, then the children's performance was enhanced". I did not want that my low expectations for these students came true in my lesson, so I had to change my mind. Firstly, I prepared thoroughly a plan of each class I was going to teach but later I had to adapt it to the problems arose. Before

125

starting our lessons, our mentor gave us a kind of "voucher" with the value of 0,5 for the next exam to the student/s that we consider who worked better during our placement period. This strategy helped us to motivate them to pay attention and be willing to participate in the activities.

After a long period of time observing these students I noticed that they were more engaged in the lessons throughout pair or group activities, so I tried to promote collaborative learning when it was possible. As I have said before, 3rd year is a small group what is an advantage to put in practice this kind of activities because it is easy to control them and they do not require too much time to carry them out. In addition, I want to emphasize that the management of the class has not been difficult at all because the students have adopted a set of rules that govern classroom behaviour creating a very good atmosphere. In general, they respect their classmate´s turn to speak, raise their hands when they want to talk and they listen carefully to what the teacher says, and follow her instructions.

My first teaching contact consisted on a warming up of the unit, so I gave them some background information to introduce the topic including specific vocabulary and I finished with a cooperative activity in which they had to write about their favourite season. I must say that this introductory class was the most relevant one because at the beginning I started to speak English all the time and I could see through their expressions they did not understand almost anything. It was very helpful to observe that you must make sure the students understand what you are trying to explain and address them with a suitable register. Additionally, if the teacher does not have into account their level he/she is going to create misunderstandings and the students will not able to perform the tasks as desired. Once I noticed that, I translated, made questions or repeated slowly my explanations every time they need it. My mentor mentioned that during the rest of the class they followed my instructions, thus I continued doing it in this way.

The following days I continued explaining the different sections of the unit, emphasizing on grammar (present simple and present continuous tenses), that is the hardest part for the students. The understanding of the different uses of these tenses was the most difficult challenge I had to face, so I tried to teach grammar in a dynamic way. They not only did some exercises from both the textbook and the workbook but they also practiced a role playing about shopping, using the affirmative, negative and interrogative

forms of the tenses. I tried to base my teaching on a communicative language teaching because I wanted to prompt interaction among the learners. However, I could observe that some of the students were uncomfortable speaking in English in front of the class, therefore I asked just for a volunteer to represent it.

Through these activities I had the chance to notice the homogeneous English level of the class, except for the two students that did not speak Spanish who had even a lower level. Most of them showed speaking difficulties and they were not confident because of their pronunciation, therefore they preferred just talking between them and not in public despite of being a small group.

Afterwards, I continued with the section of the unit dedicated to clothes for which I created an activity similar to the game "who is who" (Appendix 1). They had to work in pairs trying to guess who was the character his/her partner had chosen. To get it, the students needed to use present simple and present continuous forms as well as the corresponding vocabulary. They enjoyed this activity because it was a kind of "competition" and everyone wanted to be the winner. Moreover, as they worked in pair, they were not embarrassed speaking English. My mentor said to me that she really liked this activity and she was going to copy the idea for the following year.

The lack of time did not make possible to put in practice all he activities I have planned but fortunately I could finish the unit. Timing has been one of the biggest problems I met due to different facts. Apart from the trips that have coincided with the English classes, there are some students that never arrive on time and being such a small group, I had to start some classes about ten minutes later. In addition, I had to stop many times to explain things that I did not plan doing, in order to cover the needs of the two students whose L1 is not Spanish. In fact, I had special attention for these learners with more difficulties and I tried to finish my classes five minutes earlier solve their questions individually.

My last proposal for the students was the writing of a postcard including all they had learnt in the lessons to choose the student/s who would achieve the "voucher". Not all the students gave me the essays but two learners won the promised "voucher" because of their well elaborated postcards.

During the implementations I have tried to focus on the process of learning but at the ending of my placement period I did an exam (Appendix 3) to check if the students had understood my explanations properly and according to these results I can say that

most of the learners have acquired the contents of the unit but there are three of them who have obtained very low marks.

To conclude, I want to highlight that this practicum has been very useful because some of the things we have learnt in the Masters classes that are difficult to understand without experience. Throughout this task I have tried to reflect my experience while implementing my lessons and I can say that the idea of adapting your teaching is one of the most important points I have learnt in my placement period. I had to learn to deal with timing and adapt my activities to the different student's learning styles due to the low English level of the group. In addition, I had to pay attention to the way I address the learners depending on their needs and give different instructions to the lower students.

Therefore, teachers have to adapt our activities, time, language and methodology to the context and different situations that we can find in the classroom. In this sense, planning the lessons is important but we have to be always open to possible changes in your plans.

REFERENCES:

- ROSENTHAL, R.; JACOBSON, L. (1968). *Pygmalion in the Classroom*. New York: Holt, Rinehart & Winston.