Primary Teacher Degree

Learning English Grammar
in a meaningful context

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Abstract

This project seeks to put into practice the current education paradigm, the constructivist model, based on looking at the students as active agents of their own learning and to rethink the role of the teacher in the whole process. To turn these ideas into a reality, the new education law, together with some studies based in language learning, the Universal Design of Learning and Helen Doron's Early Childhood methodology have joined forces to find a fun, engaging and meaningful way of teaching and learning English Grammar. Studying sea life is the learning situation offered to the students to foster their knowledge, self-confidence, self-responsibility and mastery of the act of communication. Thus, providing the proficiency of language in their own common benefit.

Key words: teaching English grammar, learning situation, meaningful learning, Universal Design of Learning.

Greetings

Una mestra és una brúixola que activa els imants de la curiositat,

el coneixement i la saviesa en els alumnes. E.Garrison

A la meva àvia que m'ha mostrat el camí de l'ensenyament des de l'amor i la passió.

Al meu pare i a la meva mare, els meus fars hi hagi calma o temporal.

A la meva germana per ser-hi sempre com un ocell que mai m'abandona.

I a la meva tutora, la Laura. Sense ella aquest treball no hauria ni començat

A totes vosaltres, moltes gràcies de tot cor!

Aquest treball el dedico a l'àvia Montserrat un exemple de força, perseverança i alegria

Greetings

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1. Introduction

This dissertation is the result of a four-years education degree. Many years dedicated to the teaching-learning process in multiple ways, mostly in the so-called informal learning – something that might be arguable –, two years of teaching in a Helen Doron Academy and a personal interest in becoming a better learner and a better mentor to those who trusted me to broaden their own learning at the same time that I was broadening mine with them.

Language and language accuracy are, from a personal perspective, one of the most important skills to master. Through language we can know the world better, we can transmit our knowledge, feeling, needs to others, we can learn from others and we can feel with the people who surround us. Nevertheless, words must be measured and sometimes, silence is the key, listening is more important and what we do not say tells more than what we actually utter. Therefore, giving the tools to children to communicate properly is showing them how to evolve towards a better future.

This fascination for tongues brings us to the English Language, a transnational phenomenon which turned it into the lingua franca for a great number of people in the world. Despite the reasons for what happened, nowadays, not speaking English is a synonym of being partly blind folded, it means not understanding half of the things, words, information that surrounds us - children included-. This gives way to the main message of this project, to transmit the need that children must have a minimum – and preferably an excellent – command of English and that this necessity should become their personal concern.

But rather than teaching how languages have traditionally been taught in Spain, we are exploring a new way of tackling it. Based on the teaching-learning constructivist model, a redefinition of the teacher and student roles, inspired by the Helen Doron methodology and based on the simple yet profound motto 'never underestimate your students'; this project seeks to find a realistic proposal that could be applied to a real Primary 4th class, challenging them as students, as well as challenging oneself to work in a more open-minded, meaningful and contextualized way.

Without further ado, and hoping that this project becomes another instrument for teachers to compare, discuss and share knowledge, let us delve into the fascinating world of education.

2. Objectives of the work

As stated by law, the ultimate goal of primary education is guaranteeing a holistic formation, personality development and the preparation for the full exercises of Human Rights and an active and democratic citizenship in current society. Through educational success, the idea is to make it possible for each individual to display their personal and professional life project. Seeking to accomplish the key competences, will be the basis to reach this ambitious, yet necessary, educational project.

To turn all these theories into tangible items this proposal aims to find a significant and motivating general issue, as is Sea life and Sustainability, to develop multiple language skills including the plurilingual key competence.

General objective

To work in English Language grammar together with environmental consciousness by learning about sea life and how littering can directly affect nature's balance.

Specific objectives

To develop English and other language skills in order to guarantee proper communication and naturalize its use in the classroom.

To commit students to their own language and academic demand.

To raise students' self-confidence in expressing themselves in a non-judgmental and safe environment, where mistakes are considered part of the learning process.

To broaden the students' knowledge of sea life and to use the multiple resources available to build that knowledge and share it with their peers.

To raise eco-consciousness through scientific thinking.

3. Theoretical Framework

The great amount and diversity of current educational theories is overwhelming, and choosing one or two among them is a difficult task. After reading and analyzing some of the better-known theories and reflecting on them, the conclusion is the need to focus only on a few, whilst keeping a general overview of the teaching-learning process and adding some techniques, ideas or concepts taken from one's own experience and the theory-knowledge baggage that one has.

3.1 The basis

For all the reasons exposed, the main methodologies or theories scaffolding this dissertation will be:

Firstly, the New education law, particularly the Catalan law of education (Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyament de l'educació bàsica) that develops the new curriculum. The main ideas therein exposed, are already an eclectic approach to the current point of view about how education should work both in generic terms – they are based on the European education principles and take into account the Universal Declaration of Human Rights from the United Nations Organization (UNO), and several studies from the World Health Organization (WHO) – and in specific terms, the law sums up its approach based on six transversal vectors, fourteen pedagogical principles, the key competences and how to develop the teaching-learning process in the so-called learning situations.

As seen after all the readings, from the need of an Oral communication teaching exposed by Quiles (2006), the vision of Díez de Ulzurumm (1999) about the requirement of the new educational perspective, and the well-accepted theories of Maria Montessori, the whole flow of education theories coalesce in a socio-constructivist perspective, which is to be permeated in the subsequent project.

Last but not least, English as a second mother tongue teaching-methodology developed by the linguistic scientist Helen Doron. Doron was influenced by Glenn Doman and Shinichi Suzuki's early language acquisition methodologies and her formula is a combination of early language acquisition of the former theoreticians with the addition of feedback, individual approach and individual speaking time, among others. Her influence on the following project

is found in the essence of it, as the author is a Helen Doron teacher and has first-hand experience in the effectiveness of the method.

3.2 The principles of the new education law

Let us now analyze the former in more detail. The six transversal vectors that must cross-cut the whole teaching-learning process are based on our real challenges as a society. Through them, the idea is to reflect on the teaching tasks themselves for improvement in order to lead the children to a deeper, meaningful and fruitful learning. The six vectors explained by the Departament d'Educació (2022) are exposed below.

1. Competence-based: long lasting and meaningful learnings. To do so, it is necessary to use contexts and challenges both at the global and local level. That will develop the child's capacities like being able to argue, to plan, to assess, to cooperate etc. all of them necessary skills to develop appropriately in current society.

2. Coeducation and gender perspective: that means formation away from stereotypes so as to develop a critical mind and to have access to a sexual-affective education. All of it is in response to the Universal Declaration of Human Rights and it should be a generic factor in the whole education community.

3. Universal Curriculum Core: to turn universal education access into a reality through effective inclusion and opportunity equity. The 150 Decree (Decret 150/2017 de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu) takes into account every student and underscores the idea that every individual learns differently, so the ultimate goal of education is that each individual develops into someone able to use the appropriate strategies in each situation, becoming the owner of their own learning process. The intention is to develop flexible proposals from the beginning – in contrast with the idea of creating a standard curriculum and later adapting it to some individuals. The didactic material must propose multiple ways of representation, expression and commitment.

4. Linguistic vector: language is the axis of knowledge and it allows us to structure our intellect, we conceive the world through language, furthermore, language has a social cohesive function and language proficiency will allow one to be an active member in an inclusive and democratic society. Language knowledge need is indisputable, yet, generating propitious spaces for the

use of it is also essential. Moreover, reading must be seen as a way of linguistic reflection and deepen into the critical spirit.

5. Democratic citizenship and global conscience vector: the student must be seen as an individual with a desire to know and comprehend the world. Children are individuals with multiple potentialities, with the capacity to critically see the world at the same time that they develop a commitment to act in their present to build their future. There is a need to propose and develop real learning situations which bring them to imagine, create and act to cause an impact on their local environment with a global point of view. The classroom is a window to the world. All in all, this vector stands for investing both time and space in the school to find solutions to real social problems to develop a critical awareness and a global sense of justice.

6. Emotional well-being: is another key aspect. If we guarantee a positive experience in the school, each individual will be able to perceive their own aptitudes and consequently be able to work effectively, cope with every-day life problems and contribute to the community. Feeling well, in harmony and tranquility will lead better learning, high self-esteem and improved quality social relationships as well as healthier lifestyle, growth and sexuality.

These six vectors act as cornerstones for the development and implementation of all the activities, skills and knowledge which will be taught in the up-coming Didactic Unit.

3.3 More referents

Montessori teaching-learning theory is a great source of inspiration although it might be something impossible to apply in a current state school. Nevertheless, the interest in this theory comes from a redefinition of teacher and learner roles and how they interact. Foshi (2014) states: "Montessori children could read and write with less difficulties and earlier, since the learning methods were not instructive and were not based on the constant correction of mistakes, but they were elaborated based on tactile experimentation of shapes of letters as well as sensorial, with sounds and learning techniques presented as recreational games" (p.111). What was really striking about Montessori's proposal, was the attempt to put the child at the heart of the teaching learning-process, liberating the concept of student as a passive subject of study and application. She defended that investigation and progress ought to be based on the child and not on hypothetical situations or theories. It is the child on its

own that will guide the teacher on which are their potentialities. That brings us again to the socio-constructivist point of view.

Focusing now on English as a language, according to Quiles (2006), speaking skills are not autonomously learnt as it was previously thought. It needs a sequenced and planned didactic process to develop a proper communication competence. "Language is used for doing things" (p.11), it is fundamental to take it as the basis of socialization and as a self-assertion tool for one's own identity.

Another interesting point is considering writing and speaking as a part of a whole, the language is not fractured, instead, their coexistence is necessary and they should be considered as two parallel realities. In addition, when speaking we are communicating not only with words, but also with our gestures, lexicon and paralinguistics, sometimes they even communicate more than what language itself does. Consequently, all parts of the language and language expression must be worked althoug always as part of a whole.

When confronting spoken language versus written language, the former is heterogeneous and the latter is homogeneous, Quiles (2006) defends that trying to impose the supremacy of the written language is a mistake. Working with multiple modalities, accents, expressions of all sorts will become an enriching process and a more realistic approach to the use of a language. That is a strong reason to reconsider the exigency to seek for language perfection. Although it is preferable, the main goal is to provide students with a safe environment where they can try and make as many mistakes as needed in order to improve both in language and personal terms. There is no need to push students into having great pronunciation or a native speaking level, but rather that they are able to use the adequate resources in multiple realistic situations.

From the same author, the idea that teaching a language through the Spanish education system has been extremely influenced by a grammatical and normativity tradition, in which writing became the center of didactic attention. Oral language was seen as a way of incorrection, as a norm spoiler. The idea can be extrapolated to how the foreign language has been taught, centered in writing and focused on abstract theories – like grammar – and completely stripped of context.

3.4 Helen Doron's methodology

That last conception brings us to how Helen Doron (2010) developed her methodology inspired in what she considered the reasons of failure of traditional second language training, namely:

1. Students are expected to master all aspects of a language (reading, writing, speaking, understanding, grammar and phonics) simultaneously. It is important for children to first tune their ear to the language (by hearing it), then speak, and only then read and write. This is the natural progression of things in the mother tongue. The younger the child is, the better she will learn. (p.42)

2. Students do not get enough individual speaking time

3. Students do not receive enough direct feedback.

4. Inhibition leads to failure.

5. Traditional education models focus on correction. Education in the Western world places a heavy emphasis on rote memorization. Feedback is generally limited to correction. […] To allow any person to be fluent, it is better to pay attention to what they are saying rather than how they are saying it. (p. 45).

Recognizing the failure of an existing system is the first step in developing something new and especially taking into account that language learning may be the most complicated of all functions the brain can accomplish. Its complexity can be illustrated by looking at the six levels of language: prosody, phonetics, phonology, morphology, syntax and semantics. Wrapping all these concepts and notions up, Doron designed the Helen Doron Early Education (HDEE) methodology, built on four fundamental principles.

1. Repeated background home hearing: creating an immersion system. In traditional classroom situations, students are exposed to a language for an hour or two each week. In contrast, the immersion system creates an environment in which the child hears the sounds repeatedly, which allows them to effortlessly soak up the sounds, rhythms, and patterns of the language. Immersion recognizes that the brain needs time to absorb the sounds of language. It is quite normal that the child listens to the teacher and does not participate.

2. Positive reinforcement: encourage and support any effort. Children need positive feedback […] "it makes them feel successful. This motivates them to continue. It also gives them an

emotional basis for learning. Creating a non-threatening, comfortable and pleasant environment is essential for keeping the child motivated and successful. It is the feeling of success that motivates the child" (Doron, 2010, p.48).

3. Make learning fun: create a pleasant and supportive environment, use games, songs and activities which are bright, colorful, interesting, and most importantly, fun. "Learning songs and games with their peer is an essential ingredient. While these games and activities are great fun for the children, they are in reality very serious, well thought-out, carefully planned lessons; based on methodically designed materials" (Doron, 2010, p.49).

4. Build on success: success breeds motivation. "The child knows they are successful because we give them positive reinforcement. If the child gives a wrong answer, the teacher gives the correct one with a smile. The tricks to provide just enough challenge to stimulate growth and allow the child to succeed. Pushing too hard or too fast can be counter-productive". (Doron, 2010, p.49)

The HDEE system introduces grammar naturally, based on understanding of the language and intuition. Another interesting point put forward by the author is what she calls *motherese* or baby talk, to defend that "language acquisition is far more complex than just audio input. <<It is with exaggerated enunciation exposition, pitch, cadence and even facial expressions that adults speak to children. Speech is slowed down, emotional content amplified, sing-song cadence and exaggerated facial expressions are adopted. Together, this captivates the infant's attention, it stimulates the infant to respond" (Doron, 2010, p.39).

3.5 Overview

Why teach English? As stated by most of the authors, language mastery directly affects intellect and behaviors. Linguistic development shapes cognitive development both in children and adults. When developing a concept, we develop the ability to differentiate it and that broadens our knowledge exponentially. This concept is based on the Saphir-Whorf Hypothesis (Kay et al. 1984), which among other ideas, states that "the structure of anyone's native language strongly influences or fully determines the world-view he will acquire as he learns the language" (p.74). There are many ways of interpreting what Saphir and Whorf stated in their essays, but what is interesting, is the importance given to language and about its effect on one's own knowledge. Furthermore, while some of their statements are being

put into question, it is indisputable that the more words we know, the wider our knowledge and consequently our view of the world. An obvious, yet very illustrative example, could be taking the case of the author's sister, who has a great deal of knowledge concerning birds, their species and how each of them sing. Her perception when going to the forest is completely different to the author's. Her mind can develop a different layer for a new reality, she is able to perceive as obvious what for others are just subtle nuances in bird singing. Her knowledge can also change the concept of bird singing, since after widely studying these animals, she found out that singing equals defending their territory, which dramatically changes one's perception of its romantic side. Therefore, the more we know, the broader is our acumen of the world.

This idea of extending the insight is at the same time paralleled to one of the key competences from the curriculum called the Plurilingual Competence and also has to do with the Linguistic Communication Competence.

Twain key competes imply using language with efficiency and appropriateness for learning and communicating. The former assumes recognition and respect for individual linguistic profiles and the ability to take advantage of one's own experiences to develop strategies that allow intervention and transfers between languages. What's more it concerns historical and intercultural dimensions to know, value and respect linguistic and cultural diversity in the society so as to foster democratic coexistence.

3.6 Assessment

Conceiving education as the acquisition of competences, assessment is meant to have a regulatory function, allowing to decide the most suitable pedagogical strategies for each student and at the same time verify their progress. Since one of the ultimate goals of primary school is to develop the competence of learning to learn, it is essential to share the assessment process with the students and involve them in it, to the point that they feel the protagonist of it.

Assessment has two purposes, it is a means to regulate learning – that is, identify the difficulties and mistakes to find a better way – and a means to check what has been learnt. Following both procedures, will lead to a more significant and personalized learning as well as working on the individual's autonomy. Such formative assessment is all the more important

as the realization of the activity itself and hence, time should be invested accordingly. Consequently, as Sanmartí (2010) claims: "Identifying the barriers and mistakes and finding ways to overcome them, requires time for self-reflection, but this time is the most useful so that there is a real learning, on the contrary, there is no more time wasted than when teaching something without the students correcting their difficulties" (p.20) and that is also useful for the ones who already do the activity correctly from the beginning.

It is basic to understand that students value what is important to learn based on what the teacher gives value to, more than with words, with facts (specific activities, the criteria applied when assessing etc.).

"Developing the capacity of self-regulation implies:

> 1) Identifying the objectives of the activity/ies.
>
> 2) Anticipate and plan the action to develop the task (experts devote much more time to planning the action than to conducting it).
>
> 3) Sharing the assessment criteria. To know what is most important to take into account." (Sanmartí, 2010, p. 9)

Additionally, Sanmartí (2010) argues that an activity should not be started unless the reason to do it is clear. Additionally, if the title of the activity is presented as a question, it will facilitate the students to know its objective. The better the objective/question is formulated, the more the learning will be.

Furthermore, when evaluating we must eliminate the idea that it can only be about the learnings that are being thaught at the time. If we are working towards true knowledge and it has been learnt for real, it can be activated efficiently in multiple situations which do not have to be right after the learning, but spread over the student's lifetime. In this respect, it must be differentiated by checking if they remember specific information or if they are able to remember or activate strategies or knowledge which has been internalized. Therefore, assessment must be contextualized (related to day-to-day life and deepening on how and why the knowledge is used), productive (meaning that students are able proof the knowledge can be applied in new situations) and complex (which makes one use interrelated knowledge).

3.7 Conclusion

As said in the beginning and justified later, the whole work stream is based on a socio-constructivist perspective supported by multiple theories and methodologies which have proved to be well substantiated and which have given more than satisfactory results; assessment is based on the same principles. Below is a proposal on how to turn all these theories into a practical exercise. Nonetheless, in accordance with the principle of academic freedom like the idea defended along the former section that flexibility is a must to attain all the students individual and group needs, as far as the socio-constructivist point of view is always present, the didactic unit can be modified to enhance the teaching-learning process.

4. Contextualization

Emanating from the experience of observing and intervening during the third practicum in a state school in Girona, the work aims to develop a project that could fit into a similar profile school. Girona, in the north of Catalonia, has an official population of 101.932 in 2021 (Idescat, 2022). As a capital city, it is a popular tourist and film production destination, as well as having a perfectly preserved old quarter.

4.1 Features of the surroundings

The school is placed in an area which is still on undergoing construction and mainly residential; an area considered part of the outskirts of Girona.

Since the assignment of a public school is made by residential proximity, most of the children coming will be part of the school's neighborhood itself.

As part of the city's growth and its inhabitants' demands, there has been exponential flat building, and mostly people in their thirties and forties with newborn and young children have been moving to this side of the city. Consequently, most of the families living in the neighborhood could be considered to have a middle class socio-cultural and economical level.

4.2 Description of the center

The school is quite new, so the space distribution and the natural incoming light have been created taking into account the current needs of the students and working staff.

In relation to the internal division of the students, there are two lines per level (A and B).

As a public institution, the school principals are plural and defend democratic and social attitudes as well as giving support to coeducation. Adapting to the current times, it seeks to be an effective, open and participative school, considering the families part of the educational process to raise free, supporting and responsible citizens.

4.3 Characteristics of the students

This project is aimed at a class of 4th grade class, since their skills and knowledge level should allow them to complete all the tasks described. There are 26 students, 14 girls and 12 boys.

As in the majority of public schools, the children's backgrounds is highly diverse: their origins, cultures and religions. There are also two students from abroad, one is from Honduras and does not speak Catalan and the other from Morocco who, due to the fact that they had a late entry to the Spanish educational system, are in need of the so-called *Aula d'acollida* (a reception program for new students that detect their needs -both in language and standard learnings- to ensure their full inclusion in the system.

5. Intervention proposal

5.1 Introduction

Built on the foundations established in the previous sections, the following Didactic Unit seeks to turn the theory into something tangible. It is based on simplicity – less is more –; always keeping in mind that our goal is working on each individual's personality, and never forgetting that we must not underestimate what the students are capable of doing. To transmit this, we as teachers, must trust in their capacities and potentials in the way the Pygmalion effect is defined.

5.2 Justification

Due to the current legislation changes, all schools will have to adapt to the new curriculum. This is the main reason for the need to develop a proposal intervention that gathers and

applies the new legislation directly. As it is stated, all schools will have to adapt to the 175 Decree a maximum of two to three years. "In the academic year 2023-2024 the new organization will be implemented in the 2nd, 4th and 6th grade of Primary Education" (Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyament de l'educació bàsica. Disposició addicional tercera. Adaptació de les programacions didàctiques p.31).

Starting with a Didactic Unit, is a great way of experimenting with the strong and weak points of this kind of proposal based on the new law, as well as a tool to evaluate to which degree changes must be done.

As a public school, the one we are taking into consideration, will need to make these changes. Methodology is one of the premises that guarantee success in learning. When adopting a constructivist psycho-pedagogical point of view, there is a need to work relating the previous knowledge with new learning, and as a result, making significant learning possible. When talking about constructivism, we are not only referreing to how it is being taught but also as a holistic approach for the whole school. Consequently, that implies applicating the same methodology to introduce progressive changes with the aim of becoming a school with an effective teaching-learning methodology.

Additionally, individual needs cannot be forgotten which, as stated in the new legislation, is not only for some of the students, but for all of them. All in all, the school needs to adapt the new curriculum to all lessons, based on the new knowledge profiles demanded by the information society. Incorporating TAC tools is also essential.

5.3 Legal references

The Autonomy Statute of Catalonia establishes, in article 131, section 3.c, that corresponds to the 'Generalitat' the shared competence for the setting of the study plans corresponding to the courses of primary education and compulsory secondary education, including the planning of the curriculum. Specifically, in the article 53.1 of the Law 12/2009, 10th of July of education, the Govern determines the objectives, contents and evaluation criterion of each area. This law, popularly called the LEC is based on the Spanish Organic Education law, the so called LOMLOE.

This Didactic Unit follows the guidelines contemplated in the 175/2022, 27th of September, for the organization of the basic education studies. Which at the same time is based on the

175/2022 Royal Decree, 1st of March for the organization and basic studies of primary education[1].

Ultimately, this dissertation has been developed taking into account the following laws:

- Ley Organica 2/2006, de 3 de mayo, de eduación (LOE) que modifica la LOMCE. A la espera de la LOMLOE.

- LEC: LLei 12/2009, del 10 de juliol, d'educació de Catalunya.

And the subsequent decrees:

- Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyament de l'educació bàsica.

- Decret 150/2017, de 17 d'octubre, de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu.

5.4 Objectives of the project

Since there is a clear intention coming from the current education flows and also in the new education law to turn learning and assessment into one, seeking this idea of the student's competence based profire as the last objective of primary education. The following chart is the result of thinking about the process as a whole, thus relating the objectives based on the competences and transforming them later into assessment or learning standards.

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[1] Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyament de l'educació básica. P.1

OBJECTIVES & ASSESSMENT STANDARDS		
Objectives developed based on the Specific Competences belonging to the Areas of First Foreign Language and Natural, Social and Cultural Environment Knowledge, described in the Decree 175.		
SC	OBJECTIVE	ASSESSMENT STANDARDS
FL1.1	To participate in communication situations with respect towards different ways of speech avoiding discrimination, stereotypes and prejudices.	1.1.1 Participates with respect, rejecting possible discriminations or stereotypes in day-to-day communication contexts.
FL1.2	To value cultural and linguistic diversity and apply the proper tools to understand the message transmitted despite the possible differences.	1.2.1 Focuses the attention on what is said rather than on how it is said.
FL2.1	To understand basic oral and multimodal texts.	2.1.1 Recognizes and understands the words and sentences that allow getting the general meaning of the message.
FL2.2	To build knowledge and develop an opinion based on the information extracted from oral texts.	2.2.1 Comprehends, gives importance and acquires knowledge brought by others and adds it to her own knowledge.
FL3.1	To produce oral texts with coherence and clarity.	3.1.1 Expresses ideas and concepts through well-structured sentences, stopping and breathing properly to develop an understandable and logical speech.
FL3.2	To actively participate in controlled oral interactions.	3.2.1 Applies the tools and strategies given to participate in classroom communication situations.
FL5.1	To produce written texts adequate to the communicative need and adding extralinguistic features to help to the objective of transmitting a specific knowledge.	5.1.1 Exposes the information in a clear way showing mastery in what is being exposed. 5.1.2 Uses extralinguistic resources to complement the written language.
FL5.2	To summarize the most important information taken from different sources.	5.2.1 Uses the models exposed to structure her own text.
FL6.1	To select the most suitable information, from given sources, to develop their own discourse.	6.1.1 Uses strategies to gather and contrast information from multiple sources.
FL6.2	To mention where was the information taken as a way of recognizing the authorship.	6.2.1 Communicates the information inquired in a creative and personal way and mentions where was the information found at.
FL7.1	To foster reading as a social and pleasurable activity.	7.1.1 Enjoys having time to invest in reading either alone or with other peers.

FL8.1	To use strategies from other languages and forms of expression to make communication more fluent.	8.1.1 Supports her oral expression with other elements or knowledge from other areas to facilitate the interlocutor understanding and information transmission.
FL9.1	To reflect on the knowledge of all the languages known by the individual in order to interrelate them and improve the personal skills.	9.1.1 Identifies the strong and weak points she possesses in relation to languages and is determined to apply strategies for improvement.
FL10.1	To use a respectful non-discriminatory or offensive verbal and non-verbal language.	10.1.1 proposes ways to avoid this kind of unfair situation when asked. 10.2.1 Uses appropriate language in the multiple communication situations she encounters.
FL10.2	To use language as the tool to solve any conflict that may occur.	10.2.1 She is able to dialogue and argue when something does not adjust with her beliefs but at the same time, she is able to think critically about what other people are proposing.
NE1.1	To choose and use appropriate digital gadgets and resources to look for information, communicate and network.	11.1.1 Uses appropriate gadgets and digital resources to transmit knowledge to others.
NE1.2	To develop digital/non-digital content to transmit knowledge.	11.2.1 Creates basic digital/non-digital content adequate to the communication needs.
NE2.1	To apply strategies adopted by scientific thinking to interpret, answer and predict possible events related to the natural world.	12.1.1 Shows curiosity, formulates questions and gives possible logical answers to the questions presented.
NE6.1	To develop a critical mind concerning the consequences that may have our behavior as humans on earth.	13.1.1 Extrapolates what an experiment shows to what can happen on a larger-scale. 13.1.2 Identifies an analyzes what consequences might human action have concerning sustainability.

Figure 1. Objectives and assessment standards.   *Source: Own elaboration*

5.5 Contents

Sabers that could be translated as What one knows are the group of knowledge, abilities, skills and attitudes that contribute to achieve t the acquisition of competences. Teachers can program the achievement of these specific competences through learnings situations, understood as a sequence of challenges, contexts and circumstances of the real world from which derivate questions that must be answered which entwine knowledge, abilities, values and attitudes with the competency approach capacity. The intention is to get closer to a logical learning flow to give meaning to all the students learnings.

The sabers aimed for the second cycle of primary which we will be working on in the didactic unit are the following:

SABERS FIRST FOREIGN LANGUAGE AREA

S1	**Languages and their speakers**
S1.1	To be conscious of the personal linguistic biography and the linguistic map of the classroom and the school
S1.4	To use a non-discriminatory language
S1.5	To identify and use strategically the multiple language knowledge, which conform the linguistic repertoire and allow overcoming communication constraints – accompanied -.
S1.7	To apply basic strategies of common use to appreciate linguistic, cultural and artistic diversity considering the ecosocial and democratic values.
S1.8	To construct and develop elementary knowledge, abilities and attitudes that enable debuting in mediation activities in basic day-to-day situations.
S2	**Oral communication**
S2.1	To use the foreign language in the classroom with progressive self-confidence.
S.2.2	To accept mistakes as part of the learning process.
S.2.5	To apply elementary linguistic strategies – accompanied – to confer simple texts with adequacy, coherence, cohesion and correction.
S.2.8	To use elementary textual models (narration, description, dialogue and exposition) in the oral productions (progressively autonomously).
S.2.9	To interact adequately in elementary classroom and formal situations respecting the basic norms of courtesy.
S.2.10	To apply strategies of active listening and assertiveness in the dialogued resolution of conflicts, with gender perspective.
S.2.12	To apply strategies to identify the global meaning of the text and explicit integration of information in simple social, oral and multimodal texts.
S.2.13	To apply interpretation strategies for non-verbal communication
S.2.14	To use analogic and digital basic tools to produce oral and multimodal and to participate in planned communication exchanges with students of the foreign language; to use virtual platforms for interaction and collaborative education.
S.3	**Reading comprehension**
S.3.2	To use graphic, textual and paratextual elements to favor comprehension before, during and after the reading experience, in day-to-day, communication means, school, about facts and events of general interest
S.4	Writing expression
S.4.2	To apply elementary strategies – group and individual, of planification, drafting, review and edition of written and multimodal texts for scholastic and social use.
S.4.3	To use graphic and paratextual elements to facilitate organizing and comprehending the text produced in the classroom.
S.4.5	To accurately present and apply the basic orthographical norms to their productions.
S.5	**Informational alphabetization**
S.5.1	To apply basic strategies for a guided research of information in diverse documentary sources and with different formats and supports, recognizing the authorship and applying reliability criteria.

S.5.3	To apply comparison and classification strategies, to redo and communicate it in the scholastic context progressively autonomously.
S.5.4	To have a creative communication about knowledge with intellectual property respect.
S.5.5	To use the library and the center and classroom digital resources to develop research projects.
S.6	**Literary education**
S.6.3	To construct the reader's identity, favoring the expression of tastes and interests and the reasoned evaluation of works via autonomous reading and guided and shared reading.
S.7	**Language reflection**
S.7.1	To use basic specific metalanguage for the proposal of production and comprehension of oral, written and multimodal texts.
S.7.3	To formulate and verify hypothesis (substitution, order change, manipulation) and to establish generalizations about orthographic and grammatical aspects, paying special attention to the sentence elements agreement in the different productions.
S.7.8	To use elementary and of interest lexicon for the students related to interpersonal, living, places and proximate environments.

Figure 2. Sabers First Foreign Language.   *Source: own elaboration*

SABERS NATURAL, SOCIAL AND CULTURAL ENVIRONMENT KNOWLEDGE

S1	**Initiation to scientific culture**
S1.1	To select the enquiry techniques (observation, identification, classification, question formulation and predictions, results communication….) adequate to the demands of the investigation.
S2	**Life in our planet**
S2.1	To study and analyze the characteristics of different ecosystems and its balance to understand and take good decisions in relation to the use of natural resources from the planet.
S.2.2	To identify the characteristics of the animals that allow their classification and differentiation.
S.3	**Technology and digitalization**
S.3.1	Selection and use of digital gadgets and resources according to the necessities in an educational context.
S.3.2	Using of the functionalities of the digital learning gadgets and resources (information inquiry, knowledge representation, digital content creation…)
S.3.9	Application of cooperative techniques for team work and strategies to deal with conflicts and foster inclusive and empathetic behavior.
S.4	**Eco social consciousness**
S.4.2	To be aware about how human activity affects in the transformation and deterioration of the natural ecosystems to contribute with conservation and protection measures for both the present and the future.

Figure 3. Sabers Natural, Social and Cultural Environment Knowledge.   *Source: own elaboration*

The Key Competences are the ones that any child must achieve at the end of Primary Education, consequently, they must permeate all the activities. There are four that on top of being Key, they are also called Transversal Competencies. These are the ones that are supposed to ones guiding the whole teaching-learning process. Let us see them in more detail in the following chart.

KEY AND TRANSVERSAL COMPETENCIES

EC	Entrepreneurial Competence	To develop strategies to detect needs and necessities, to train to be able to analyze and evaluate the environment, creating and redoing ideas using imagination, creativity and strategic thinking as well as ethical, critical and constructive reflection. To be willing to learn, to risc and confront, to cope with uncertainty, to make decisions based in information and knowledge and, finally, to collaborate fluently with other people using motivation, empathy and negotiation and communication abilities.
DC	Digital Competence	It is related to the healthy, sustainable, critical, responsible and secure use of technology to develop personal well-being. It includes being able to manage applications and devices, digital alphabetization, digital content creation, security, digital citizenship, privacy, intellectual property, problem solving and computing thinking etc.
PSLC	Personal, Social and Learning to learn Competence	Self-reflection, self-awareness, self-acceptance and persistent personal growth, time and information efficiency, collaborating with others and being resilient.
CC	Citizenship Competence	Acting as responsible citizens to participate in social and civic life. Based in the understanding of social, economic, legal and political concepts, as well as the commitment with sustainability and a world-wide citizenship. It includes personal values, democratic culture based in Human Rights and other laws including gender equality, non-discrimination, ethical reflection and developing a committed and sustainable lifestyle according to the 2030 Agenda's objectives.

KEY COMPETENCIES

CECC	Cultural Expression and Consciousness Competence	To comprehend and respect how ideas, art and creativity are expressed in other cultures. It means to strive to understand, develop and express one's own ideas and the feeling of belonging to a society. Also, self-enrichment through intercultural dialogue.
LCC	Linguistic communication Competence	To interact orally, writing or with non-verbal language in a coherent and adequate manner according to the different environment and contexts and with multiple communicative purposes. It is the ability to have a conscious and critical view about the information received, as well as being able to communicate in a cooperative, creative, ethical and respectful way. This competence is the basis of individual thinking and to build one's knowledge. It is linked to the explicit reflection on the language as well as the aesthetic and joy for literary culture.
PC	Plurilingual Competence	Using multiple languages to learn and communicate. Respecting the multiple linguistic profiles. And value the historical and intercultural background to foster democratic cohabitation.
MSTEC	Mathematical Competence and Scientific, Technological and Engineering Competence	Understanding the world using scientific methods, mathematical thinking and representation, technology and the engineering methods to transform the environment in a compromised, responsible and sustainable way.

Figure 4. Key and Transversal Competencies.   *Source: own elaboration*

5.6 Methodology

Methodology changes -based on the new law - which in turn is based on the European consensus of educational needs -, and supported by the learning theories studied by Helen Doron, among others, applied carefully and stepwise, will bring each of us as individuals but also us as a community of people, as an institution and ultimately as a society, towards the maximal development of our capacities, based on educational excellence. The main goal should be to educate the whole person as the one responsible for their personality development and as an active community participant. Enhancing overall responsibility, commitment and democratic values.

Any educational circumstance should be programmed taking as a starting point a *learning situation*, understood as a sequence of challenges, contexts and circumstances of the real world from which derive questions that must be answered intertwining knowledge, abilities, values and attitudes with the competency approach capacity. The intention is to get closer to a logical learning flow to give meaning to all the students' learnings.

Assessment is another important issue to take into account and adapt to the current times. As stated in the theoretical framework, what society demands of us as individuals is being able to be self-reflective and self-sufficient in formation and working aspects. That is the reason why stress should be laid in formative assessment which is where time should be invested in education, in order to develop a self-correcting capacity for each individual to be able to apply the most suitable strategy in specific situations.

5.7. Activities

Session nº 1			*Introduction to the sea and to the Present Simple*		Timing	55 minutes
Competences	Key & Transversal		Objectives based on the specific competences		*Sabers*	
	EC	DC	First Foreign Language	1.1, 2.1, 3.2, 8.1, 10.1, 10.2.	1.4, 1.5, 1.8, 2.1, 2.2, 2.5, 2.9, 2.10, 2.12, 2.13, 4.2, 4.5, 5.3, 7.1, 7.3, 7.8.	
	PSLC	CC				
	CECC	LCC	Natural Environment Kn.	1.1, 2.1.	1.1, 2.2, 3.9.	
	PC	MSTEC				
Session description						
Activity 1 (10') → Vocabulary introduction. - Flash 1-15 vocabulary flashcards.						

- Play a vocabulary game: hang 10 flashcards on the wall/board, ask students to close their eyes and take one. When they open their eyes, they have to guess which word is missing. Allow students to ask it too: 'What is missing?'.

Activity 2 (30') → Present Simple Review.

- Time expressions pyramid. In groups of 4, they complete the pyramid. 2 points for every correct answer.
- Ask for the verbs they remember (if they don't, do some actions and ask: 'what am I doing?'). Write them down on the board (for your convenience, there is a high frequency used verb list).
- Give some examples using the 3 rows chart.
- In groups of 2 let them create sentences with the P.S. material. They have to copy the sentences on their notebook.
- Later use the 4 rows chart to add the time expression.

Activity 3 (15') → Project: initial phase.

- Introduction: They must do presentation about a sea animal of their choice.
- Talk about assessment: set the basic standards that they think their work should have. The teacher writes them down and will make a rubric out of them. The students should also write them down to clearly know the standards they have to meet.
- Groups of 4. The teacher makes the groups trying to join people that she believes will complement each other (mainly taking into account the English level so that they complement each other).
- Group work: brainstorming. They will have to discuss and choose which animal do they want to work on.

Material (Annex 1)

1-15 flashcards

Time expressions pyramid

Present simple and present simple + time expression chart

Brainstorming sheet

Poster – to write their names

Figure 5. Session 1.   *Source: own elaboration*

	Session nº 2	*WH questions*		Timing	55 minutes
Competences	Key & Transversal	Objectives based on specific competences		*Sabers*	
	EC / DC / PSLC / CC / CECC / LCC / PC / MSTEC	First Foreign Language	1.1, 2.1, 3.1, 3.2, 5.1, 5.2, 6.1, 6.2, 8.1, 9.1, 10.1.	1.1, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.5, 2.8, 2.9, 2.10, 2.12, 2.13, 3.2, 4,2, 4.3, 4.5, 5.1, 5.3, 5.4, 5.5, 5.6, 7.1, 7.3, 7.8.	
		Natural Environment Kn.	1.1, 1.2, 2.1.	1.1, 2.1, 2.2, 3.1, 3.2, 3.9.	

Session description

Activity 1 (20') → WH questions.

- Play the song. Songs for Speech Therapy. (2017). *WH Quesitons Song* [Vídeo]. YouTube. https://www.youtube.com/watch?v=0knOmm3yPrk .(min. 1.40 – 3.20)
- Complete the sheet.
- Correcting the sheet, elicit: "We use _____ for _____ (e.g. We use *when* for *time*)"
- Mingling activity: give one paper to each student. Make sure they understand all the questions. Then, allow them to stand up and ask any of their classmates.

Activity 2(10') → Vocabulary review.

- Individually students play a memory game Wonderwall (n.d.). *English Sea Animals Memory Game*. Wonderwall. https://wordwall.net/resource/23671642/english/sea-animals-memory-game

Activity 3 (25') → Project: structuring the information needed through questions.
- Write on the board with their help, questions that can be answered on their project. For your convenience there is a list of possible questions. Each of them will have to answer two questions about the chosen animal.   - Hand out the rubric (one copy per group)   - Once they have some ideas, they can work in groups to formulate the questions they want to answer. Be opened to any proposal and help them to formulate the question correctly.
Material (Annex 2)
Projector – for YouTube video   WH question sheet (1 per person)   Mingling activity sheet (1pp)   Individual computers – for info research and for Wordwall game   Poster – to write the questions   Pencils, felt-tips…

Figure 6. Session 2.   *Source: own elaboration*

	Session nº 3		*Working with verbs and the sea project*		**Timing**	
Competences	Key & Transversal		Objectives based on specific competences		*Sabers*	
	EC	DC	First Foreign Language	1.1, 2.1, 2.2, 3.1, 3.2, 5.1, 6.1, 6.2, 8.1, 9.1, 10.1, 10.2.	1.1, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.5, 2.8, 2.9, 2.10, 2.12, 2.14, 3.2, 4.2, 4.3, 4.5, 5.1, 5.2, 5.5, 7.1, 7.8.	
	PSLC	CC				
	CECC	LCC	Natural Environment Kn.	1.1, 1.2, 2.1, 6.1.	1.1, 2.1, 2.2, 3.1, 3.2, 3.9.	
	PC	MSTEC				

Session description
Activity 1 (15') → Working with verbs
- Play the game: ESL games (n.d.) *Action verbs present tenses*. ESL interactive game. https://www.eslgamesplus.com/action-verbs-present-tenses-esl-interactive-grammar-vocabulary-game/   - Fish the verbs (in a bucket/box they have to keep only the words that are verbs) they work in groups of 6, choose one color and they fish the verbs. Later they play the guess the verb (miming the verb)   Activity 2 (40') → Project work: script making   - Attend any needs the students may have to have their presentations ready for next week. They should have a script and practice it at home. Look for easy questions and simple answers: e.g. What is a jellyfish? A jellyfish is a sea animal that stings. Why are they so important? Because turtles eat them. Where do they live? They live in warm waters. When can you see them? You can see them in summer. We are looking for short and concise answers that must be well pronounced.
Material (Annex 3)
Verbs and paper clips + sticks with a threat and a magnet at the end.   Individual computers – for information inquiry   Posters – to add pictures and answers on them   Pencils, felt-tips…

Figure 7. Session 3.   *Source: own elaboration*

	Session nº 4		*Present Simple and Sea Presentations*		**Timing**	**55 minutes**
Competences	Key & Transversal		Objectives based on specific competences		*Sabers*	
	EC	DC	First Foreign Language	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 6.2, 8.1, 9.1, 10.1, 10.2.	1.1, 1.4, 1.5, 2.1, 2.2, 2.5, 2.9, 1.12, 2.13, 3.2, 4.2, 4.3, 4.5, 5.3, 5.4, 7.8.	
	PSLC	CC				

			Natural Environment Kn.	1.2, 2.1.	1.1, 2.1, 3.2, 3.9.
CECC	LCC				
PC	MSTEC				

Session description

Activity 1 (10') → Ice breaker

- Speaking time: what do you usually / never / always…do? Tell the students to go around the class asking: e.g. What do you never do? To get the answer: e.g. I never swim in the river. They must ask three different questions to three different people and write the answers down. If they need so, they can draw a p.s. chart. The teacher should also participate.
- After 5 minutes, they have to stand in a circle. Take a ball and pass it to the person next to you. They must say for example: Helena never swims in the river. Start giving an example yourself stressing the 's' at the end of the verb.

Activity 2 (10') → Third person spelling rules

- Third person Present Simple rule introduction. They should already know how this works, so try to elicit the rules, or at least specific examples. There is a chart with the rules: print one copy for every child or make them copy it on their notebooks.
- Practice third person spelling rules here: Games to learn English. (n.d.). *Present Simple*. Games to learn English. https://www.gamestolearnenglish.com/present-simple/

Activity 3 (30') → Group presentations

- 10min per group including classmates' questions. The first 3 groups do their presentation.

Activity 4 ('5) → Assessment

- Create a google forms with all the criteria and level of achievement. Ask all the students to assess their peers and their own level of achievement.

Material (Annex 4)

A ball
Notebook or piece of paper
Individual computers
Posters and scripts for the presentation
Projector (in case they made a presentation)
Pencils, felt-tips, glue…

Figure 8. Session 4.   *Source: own elaboration*

Session nº 5		Wrap up with grammar		Timing	55 minutes
Key & Transversal		Objectives based on specific competences		*Sabers*	
EC	DC	First Foreign Language	1.1, 3.2, 5.1.	1.1, 1.5, 2.1, 2.2, 3.2, 4.5, 5.5, 7.8.	
PSLC	CC	Natural Environment Kn.	1.2, 2.1.	1.1, 2.1, 3.2, 3.9.	
CECC	LCC				
PC	MSTEC				

(Competences — vertical label in first column)

Session description

Activity 1 (25') → Wrap up with grammar

- Review: WH questions and present simple time expressions, sentence building and third person spelling. To do so:
- Use this Kahoot (n.d.). *Present Simple*. Kahoot. https://play.kahoot.it/v2/?quizId=c28cbeba-e6b2-4ac6-8fce-9e230243bcdd to review PS.

Use these links to review WH questions

- Agenda web. (n.d.). *Grammar exercises WH questions*. Agenda web. https://agendaweb.org/exercises/grammar/questions/wh-questions

- Agenda web. (n.d.). *Grammar exercises What-where-when-who*. Agenda web. https://agendaweb.org/exercises/grammar/questions/what-where-when-who	
- Hand out the assessment sheet.	

Activity 2 (30') → Group presentations

- 10min per group including classmates' questions. The other 3 groups do their presentation.

Material (Annex 5)

Individual computers

Printed assessment sheet (1pp)

Posters and scripts for the presentation

Projector (in case they made a presentation)

Pencils, felt-tips, glue…

Figure 9. Session 5.   *Source: own elaboration*

	Session nº 6		Future form and self-correction		Timing	55 minutes
Competences	Key & Transversal		Objectives based on specific competences		*Sabers*	
	EC	DC	First Foreign Language	1.1, 2.1, 3.2, 5.1, 5.2, 6.1, 8.1, 9.1, 10.1, 10.2.	1.1, 1.4, 1.5, 2.1, 2.2, 2.5, 2.8, 2.9, 4.2, 4.5, 7.1, 7.2, 7.8.	
	PSLC	CC				
	CECC	LCC	Natural Environment Kn.	2.1, 6.1.	1.1, 2.1, 3.9, 4.2.	
	PC	MSTEC				

Session description

Activity 1 (10') → self-correction

- Hand out their previous assessment and correct them all together. Each student must take a different color from what they used for the assessment.

Activity 2 (20') → Future going to

- Introduce how to use the *going to* for future events.
- Play with going to puzzles
- Hand out going to sheet

Activity 3 (20') → The experiment

- Have a fish bowl or a transparent container. Tell one student to fill it with water (preferably sea water). Another student should throw in it a piece of toilet paper, and someone else a piece of plastic.
- See, think, wonder. Explain what scientific thinking is, and that, in pairs, they must fill in a sheet with possible things that they believe 'are going' to happen to the piece of paper and the piece of plastic.

Material (Annex 6)

Printed assessment sheet

Going to puzzles

Transparent container and a piece of plastic and a piece of paper

See, think, wonder online sheet (1per pair

Individual computers

Pencils, felt-tips, glue…

Figure 10. Session 6.   *Source: own elaboration*

	Session nº 7	Language reflection and free reading	Timing	55 minutes

Competences	Key & Transversal		Objectives based on specific competences		*Sabers*
	EC	DC	First Foreign Language	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 7.1, 8.1, 9.1, 10.1,	1.1, 1.4, 1.5, 1.7, 2.1, 2.2, 2.5, 2.9, 3.2, 4.2, 4.5, 6.3, 7.1
	PSLC	CC			
	CECC	LCC	Natural Environment Kn.	2.1, 6.1	4.2
	PC	MSTEC			

Session description

Activity 1 (20') → Reflecting on their own work

- Now that there is enough material to do so, it is time to individually take a look over what they have done. They should write on their personal diary at least three strong points concerning their English, general knowledge and language skills and at least three things they would like to improve concerning the English language.
- Once they have it, they must transmit the information to the formal learning contract sheet.
- The teacher has to attend them individually during the time they will be doing the following activity (you will need extra time – it could be during the playground and the tutoring hours). You should invest between 2 and 5 minutes per student. Keep a copy of the learning contract for yourself.

Activity 2 (35') → Free reading.

- Allow them to get in pairs, small groups or individually and choose the book that is more attractive to them. This should be a relaxing moment, students should be able to read at their own peace, comment the illustrations with their peers and enjoy spending some time with interesting books. Here are the recommended books:
1. The Mess That We Made by Michelle Lord and illustrated by Julia Blattman
2. Alba and the Ocean Cleanup by Lara Hawthorne
3. Ducks Overboard: A True Story of Plastic in Our Oceans by Markus Motum
4. The Blue Giant by Katie Cottle
5. Little Turtle and the Changing Sea by Becky Davies, illustrated by Jennie Poh
6. Better than New by Robert Broder, illustrated by Lake Buckley
7. Plasticus Maritimus An Invasive Species by Ana Pego, Bernardo P. Carvalho and Isabel Minhos Martins
8. What a Waste: Rubbish, Recycling, and Protecting Our Planet by Jess French

You will find the books' plots at: Taylor, M (n.d.). *Childrens' books about pollution.* Imagination soup. https://imaginationsoup.net/childrens-books-about-pollution/

Material (Annex 7)

Personal diary or notebook

Learning contract (1pp)

Books

Figure 11. Session 7.   *Source: own elaboration*

5.8 Timing and Schedule

This didactic unit should be carried out at the beginning of the school year, since it is a review of what they should already know form the previous course and teaches basic structures of the English Language that need to be used and worked on a daily basis.

It consists of 7 55-minute sessions, and all the content is directly related to English as a First Foreign Language Area. Sometime might be needed to be taken from the

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Tutoring and playground hours in order to have 2-minute personal meeting with each

of the students described in session 7.

5.9 Attention to diversity

On one hand, the *Aula d'acollida* is a service that is integrated in the school to which foreign students normally go to during tutoring classes and any others that, due to the lack of some basic knowledge, would not be able to follow. That will be determined by the professionals that run the same *Aula d'acollida* and they can even guide the teachers by specifying the needs each individual has.

One the other hand, the previous Didactic Unit has been made based on the Universal Design for Learning, a perfect guideline to meet the high diversity found in the classrooms, that defends that curriculum needs to be designed from the start to meet this diversity; and whose ultimate goal is to maximize learning by minimizing barriers providing genuine learning opportunities for each student. In the current change of the education paradigm, it is said that it is not the students who are disabled, but the curriculum; since they are not adapted to the real student diversity.

> The goal of education in the 21st century is not simply the mastery of content or the use of new technologies. It also consists of the mastery of the learning process itself. Education should help students to move from novice learners to expert learners: people who want to learn, who know how to learn strategically and who, from a highly flexible and personal style, are well prepared for lifelong learning. (Dalmau et Al., 2015, p.3)

To put all these into practice, three principles must be followed:

1. Provide multiple ways of representation: explain or show the content in multiple formats and for diverse strategies of learning (visual, auditory, tactile...)

2. Provide multiple ways of action and expression: allow each student to express their knowledge in their own manner.

3. Provide multiple ways of engagement: the emotional element is crucial to learn, and it should help in the student's motivation and commitment to learning.

Therefore, the lesson plan has been developed based on these principles, thus, already prepared to be worked with students with multiple and diverse needs. Taking a look at the 2nd

activity of the 1st session, for instance, we first of all recap on the knowledge they already have of verbs – reinforced by a game-. Then we use a textual and tactile material to put the theory into practice and they are made to work in pairs to share their knowledge and discuss any question they might have. Later, they have to transfer the exercises into their notebooks so as to consolidate the structure and to have an example of their own choice to consult if needed later on. That is giving them a lot of self-confidence as well as demonstrating that the knowledge acquired will be useful in future situations. All in all, we are providing multiple ways of seeing the same knowledge as well as freedom to express the knowledge in their own words or examples and seeking engagement through presenting a challenge and doing it with a peer. All the activities have the same UDL background that supports them and so they are made to give enough freedom to the student to meet her own needs.

The students coming from other countries might need a little bit of reinforcement when doing the tasks as might some of the students that have a lower level. It is important to transmit that speaking a foreign language requires effort, and that all the languages we know can help to make us better communicators if we work with the proper strategies. To attend to all the individuals' needs therefore, there will be a second teacher that will work hand on hand with the English teacher in what is called "cooperative teaching" (Educación 3.0, n.d).

5.10 Assessment system, criteria and tools

As said in the corresponding section, the ultimate goal of the assessment process must be turning the student into the owner of their learning capacities and potentials. In other words, assessment must be at the service of the student; Therefore, the teacher is the person in charge of showing ways of using it to reach the maximal potential of each individual.

Systematic observation is key to develop this integrated assessing system. A great indicator is observing to which extent the student is participating, since that can tell a lot. The written materials are also a perfect tool to see the child's understanding of the subject. In the whole teaching-learning process, this sequence must be followed:

1. Initial assessment: before introducing any new knowledge check the previous general knowledge, always start with a quick review as a way for the teacher to know where the

students are, but also for the student themselves who will be conscious about their own knowledge.

Tools: asking the adequate questions. Let them guess the answers to some worksheets they will have to do later.

2. Formative assessment: taking into account the learning sequence once the concept is introduced, which will be needed to work on different contexts.

3. Summative assessment: there is a whole session (nº5) dedicated to the summative assessment. It must be used as a way to reinforce what is already known and at the same time to spot what needs to be worked on. The most valuable tool in this session is the learning contract, since it is the summary of what each student individually knows and what they are committed to improve.

At Annex 8 there is a table relating the assessment standards, the levels of achievement and the tools available to assess each standard.

6. Conclusions

As stated in the second section of this dissertation, the main objective of the Didactic Unit is to work on English Language grammar. To do so, the students are given a learning situation – such as studying and sharing knowledge about sea life - and offered some material that should help them to learn and naturally internalize how sentences are structured – in other words, to learn grammar -. Sea pollution is implicitly seen in the free reading session of the books in the last lesson.

Although learning, and especially learning a language is a life-long process and cannot be covered in a Didactic Unit, the goal of these sessions should be giving tools to the children to realize about their own capacities and strengths. Therefore, the first objective, which is to develop English and other language skills to be able to communicate and to do so in English is worked in all sessions. For example: in session 1, where they are given new vocabulary about time expressions; in session 4 where they have to speak – using a correct sentence structure

– about someone else's routines; or in session 5, where they have to present in front of the class their poster about sea life. Due to the fact that there are many students in the classroom, it is hard to ensure that all of them will have the same chances to put these abilities into practice, but being conscious of this, it is important for teachers to be open and to be aware if any individual or small group necessity is evidenced, even if it is not very obvious. This objective goes together with the third one, in which the teacher and all the school personnel must make sure that students feel comfortable and not judged, and take making mistakes as part of their own learning process. A task that can be incredibly difficult to achieve taking into account that each individual can be very sensitive.

The second objective is directly tackled through the learning contract, which supposes a reflection on what the student knows and their own expectation in learning terms. This point also demands for the teacher to make sure the students are not too ambitious – to avoid frustration - nor complacent – to make sure they progress in their learning -, which is something extremely relative.

Working directly with sea life – even if it is not in their native language – having to gather information in groups and later sharing it with their peers, will fulfill the fourth objective. Taking this opportunity and seeking more transversality. It would be a great idea to work together with the Natural Science teacher to make the knowledge more significant.

Scientific thinking and eco-consciousness awareness are worked in session 6 and 7. In the first one, they will be able to see how a paper degrades in water and by contrast a piece of plastic does not. In the next session, they will have some time to read several books related to sea life and the effect of human waste littering. The last session could be worked deeper, since there is no real way to assess to which extent the students linked all the information. A possible solution could be to add two more sessions in which to work on a Lapbook to share all the knowledge gained through the books.

Despite having its weak points, the didactic unit accomplishes the objectives proposed. It might be somehow too flexible or not very specific in some points, but that is done on purpose, to foster the teacher's implication as well as setting the goals and assessing standards taking into account the students' needs rather than on some papers that are based on a non-existent standard student. At the same time, it tries to accomplish the competent approach proposed

by the EU educational model and making learning fun, which is one of the strongest points of HDE methodology.

Being open to reality, changes and peers-suggestions is one of the best opportunities' teachers have to become better and therefore transmit this gift to their students. This Didactic Unit is a proposal to be taken and adapted to whatever or whoever a teacher finds in their way; never forgetting that "education is not the filling of a pot but the lighting of a fire" (W.B. Yeats quoted by McNeill, J. 2022).

7. Final considerations

It's been a long and tough way to get here. This dissertation is not only the end of my second university degree, it is somehow a reawakening of a passion that has always been there but which I was never able to put into words. I have learned a lot during these years and one of the most important things is that you must never stop learning.

Despite the stress and hard work that I have been through during all this process I feel grateful and proud to have grown and learnt to the extent of being able to develop such an elaborated and concise project that can be perfectly applicable to a real classroom. Working with children is my passion and they give me more than what I will ever be able to give back. Their honesty, innocence and big-hearts make me want to be more like them than like an adult, and they are the anchor when the sea gets rough.

Thanks to all that I have lived during these last four years dedicated to studying education, I have not changed, but evolved, I hope into a better teacher and, most importantly, into a better person. I know that what is coming up will not be a bed of roses, but I feel more than ready to cultivate and take care of all the roses I may encounter on my way, wheter they are full of throns or not.

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Annex 1

Never

Hardly ever

Sometimes

Often

Usually

Always

Present Simple time expressions.

– Less frequency

+ More frequency

Present simple chart		
Subject	**Verb**	**+ info**

I	The seagull	have got	made of water.
You	The sea horse	go	in the sky.
He	The sea star	am	with its fins.
She	The octopus	eat	with its teeth.
It	The whale	eats	very fast.
We	The sea	play	very slow.
They	is	like	small fish.
The student	are	eight legs.	white.
The crab	flies	big.	red.
The dolphin	swims	small.	a big mouth.
The jellyfish	hunts	with my friends.	a little tail.
The turtle	has got	spaghettis.	to school.

*make it bigger when printing it

Subject	**Time expression**	**Verb**	**+ info**

I	hardly ever	buys	spaghetti.
You	usually	goes	Pizza.
He	often	swims	in the swimming pool.
She	sometimes	eats	in the sea.
It	go	listens	by bus.
We	swim	watch	by car.
They	eat	TV.	Walking.
always	listen	chocolate.	to music.
never	buy	new things.	to the teacher.

_____'s ideas:

_____'s ideas:

_____'s ideas:

_____'s ideas:

BRAINSTORMING

Annex 2

WH question sheet

Who

What

When

Where

Why

Things / objects

people
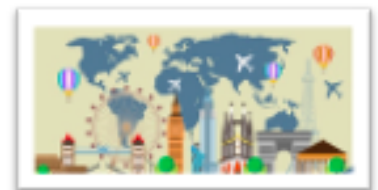
places

time

reason

Ask to a classmate…		
Who sits next to you?	What is your favorite food?	Where do you live?
_____ sits next to me.	My favorite food is _____.	I live in _____.
When do you go to sleep?	Why are you happy?	Who is your teacher?
I go to sleep at _____.	I am happy because _____ _____	My teacher is _____.

Annex 3

keep	sleep	dance	He
look	can	is	tv
drink	eat	paint	head
write	read	walk	king
listen	hear	play	we
sit	take	sing	head

sleep	sing	fly	I
swim	fall	like	book
love	run	smell	arm
smile	walk	go	whale
laugh	jump	clean	they
cook	study	learn	octopus

Annex 4

Third person Present Simple spelling rules

Rule 1	With most verbs, add **s**	Play → plays	swim → swims
Rule 2	Verbs ending in consonant + y: remove the -y, then add -ies	Study → studies	fly → flies
Rule 3	Verbs ending in -ss, -sh, -ch, -x, -o: add -es	watch → watches	do → does

Annex 5

Wrap up with grammar.

Unscramble and write the sentence.

| She | | pizza. | | likes |

_____.

| octopus | | The | | eight | | got | | has | | legs. |

_____.

| student. | | I | | am |

_____.

| We | | walk | | always | | school. | | to |

_____.

| never | | dries | | He | | hair. | | his |

_____.

| sometimes | | in | | swim | | They | | lake. | | the |

_____.

| The | | jumps | | dolphin | | usually | | very high. |

_____.

| A | | got | | shark | | has | | a big | | tail |

_____.

| Christmas | | always | | in | | We | | celebrate | | December. |

_____.

| very | | can | | Turtles | | fast. | | swim |

_____.

1/2

Draw a line from the words to what they are.

| book | because | name | Berlin | 8:30 am |

| Thing/object | people | places | time | reason |

| never | brother | Salt | cousins | town |

Now complete the gaps with a WH question.
Remember that they are: Where, when, who, what and why.

1. _____ are you happy? Because I'm going to Port Aventura!

2. _____ is it? It is a book.

3. _____ is she? She is in Berlin.

4. _____ do you go to school? I go to school at 8.30 am.

5. _____ do you do you eat meat? I never eat meat.

6. _____ is he? He is my brother.

7. _____ is your name? My name is Dan.

8. _____ are they? They are my cousins.

9. _____ do you live? I live in Salt.

10. _____ are they angry? Because they don't like the task.

2/2

Annex 6

I	am	going to	school	tomorrow.
You	are	going to	swim	tomorrow.
She	is	going to	the gym	in two days.
He	is	going to	play	a match.
They	are	going to	throw	a party.

Annex 7

Student Contract

Name:
Date

As a learner it is my responsibility to:

These are my goals:
1.
2.
3.

These are steps I can make to help meet my goals:
1.
2.
3.

These are the consequences if I don't meet my goals:

These are my rewards if I meet my goals:

This contract will be reviewed on:
By signing this contract, I am committing to work as much as possible to achieve my goals and I take full responsibility of my actions.

Signatures: Student   Teacher

Annex 8

	Assessment standards	Levels of achievement		Assessment Tools
Social abilities	1.1.1 Participates with respect, rejecting possible discriminations or stereotypes in day-to-day communication contexts.	Needs improvement	Achieved	Systematic observation Hetero-assessment poll Self-assessment poll
	1.2.1 Focuses the attention on what is said rather than on how it is said.			Work reflection
	10.1.1 Proposes ways to avoid unfair situation when asked.			Systematic observation
	10.2.1 Uses appropriate language in the multiple communication situations she encounters.			Systematic observation Hetero-assessment poll
	10.2.1 She is able to dialogue and argue when something does not adjust with her beliefs but at the same time, she is able to think critically about what other people are proposing.			Systematic observation

Figure 12. Social abilities assessment   *Source: own elaboration*

	Assessment standards	Sufficient	Remarkable	Excellent	Tool/s
Expression	3.1.1 Expresses ideas and concepts through well-structured sentences, stopping and breathing properly to develop an understandable and logical speech.	Reads the sentences properly or learns the sentences by heart.	Expresses what must be said knowing the sentences by heart but expressing them in a natural way.	Forms well-structured sentences and expresses naturally the information she wants to give.	Oral presentation (systematic observation and hetero-assessment poll)
	3.2.1 Applies the tools and strategies given to participate in classroom communication situations.	Completes the sheets or activities given.	Reflects on the sheets and activities given showing interest in understanding how they work and what needs to be completed.	Uses the sheets and activities as a tool do improve her expression.	Personal file (gathering all the sheets and notes)\n\nSystematic observation (in controlled oral interactions from the classroom)
	5.1.1 Exposes the information in a clear way showing mastery in what is being exposed.	Demonstrates mastering the information that needs to be exposed.	Masters the information that needs to be exposed and is makes an effort to communicate using	Masters the information that needs to be exposed and demonstrates mastery in	Oral presentation (systematic observation and hetero-assessment poll)\n\nPersonal meeting with the teacher\n\nControlled oral interactions within the classroom (systematic observation)

		extralinguistic resources.	exposing the information with multiple resources.	
5.1.2 Uses extralinguistic resources to complement the written language.	Uses extralinguistic resources with poor connection to what is being said.	Is able to link what is being said to the extralinguistic complements to make the message clearer.	Uses the extralinguistic resources as an integral part of her own speech.	Oral presentation (systematic observation and hetero-assessment poll, self-assessment poll)
5.2.1 Uses the models exposed to structure her own text.	Uses the models to structure the text.	Uses the models to structure the texts and adds some personal elements.	Bases her personal speech into the models in order to develop a better structured text.	Personal file (gathering all the sheets and notes) Controlled oral interaction in the classroom (systematic observation)
6.2.1 Communicates the information inquired in a creative and personal way and mentions where was the information found at.	Acknowledges the information sources and builds simple sentences to	Acknowledges the information sources and shows the information in a personal way.	Acknowledges the information sources and develops a	Oral presentation (systematic observation and hetero-assessment poll, self-assessment poll)

	express the information.		speech based on her own thinking, supported by a direct or indirect citation of the source.	
8.1.1 Supports her oral expression with other elements or knowledge from other areas to facilitate the interlocutor understanding and information transmission.	Uses extralinguistic resources with poor connection to what is being said.	Is able to link what is being said to the other elements or knowledge that complements it, to make the message clearer.	Uses the multiple supports as an integral part of her own speech.	Oral presentation (systematic observation and self-assessment poll) Personal meeting with the teacher Controlled oral interactions within the classroom (systematic observation)
11.1.1 Uses appropriate gadgets and digital resources to transmit knowledge to others.	Uses gadgets/digital resources with poor connection to what is being said.	Is able to link what is being said to gadgets/digital resources that complement it, to make the message clearer.	Uses the gadgets and digital resources as an integral part of her own speech.	Oral presentation (systematic observation, self-assessment and hetero-assessment polls)
11.2.1 Creates basic digital/non-digital content adequate to the communication needs.	The content created has poor	Is able to link what is being said to	Uses the gadgets and	Oral presentation (systematic observation, self-assessment and hetero-assessment polls)

| | | connection the message that needs to be transmitted. | gadgets/digital resources that complement it, to make the message clearer. | digital resources as an integral part of her own speech. | |

Figure 13. Expression assessment   *Source: own elaboration*

		Sufficient	Remarkable	Excellent	Tool/s
Comprehension	2.1.1 Recognizes and understands the words and sentences that allow getting the general meaning of the message.	Understands and answers back accordingly.	Understands, answers back accordingly, makes efforts to improve her understanding.	Understands, answers back accordingly, asks for what she does not understand, formulates an opinion/knowledge based on what was said	Systematic observation Casual questions Student's sheets file
	2.2.1 Comprehends, gives importance and acquires knowledge brought by others and adds it to her own knowledge.	Listens and respects what others are expressing.	Listens with respect, makes effort to understand what others say.	Listens with respect, shares her own opinion (if applicable), asks questions to improve the knowledge that was already shared.	Systematic observation Casual questions Student's sheets file Student's contract and personal meeting
	6.1.1 Uses strategies to gather and contrast information from multiple sources.	Cites one source of information.	Cites more than one source of information.	Cites and relates the information taken from different resources.	Oral presentation

Figure 14. Comprehension assessment   *Source: own elaboration*

		Sufficient	Remarkable	Excellent	Tool/s
Self-development	7.1.1 Enjoys having time to invest in reading either alone or with other peers.	Takes a book and reads it.	Choses a book after having a look at some of the ones that were more attractive to her and reads it.	Choses a book after having a look at some of the ones that were more attractive to her, reads it and later on is interested in commenting it with the peers.	Systematic observation
	9.1.1 Identifies the strong and weak points she possesses in relation to languages and is determined to apply strategies for improvement.	Identifies one strong and one weak point. Is able to think of two strategies that can make her improve.	Identifies more than two strong and weak point. Is able to think of multiple strategies that can make her improve	Identifies more than two strong and weak point. Is able to think understand what needs to be improved and determined to apply multiple strategies that can make her improve	Personal meeting Student's contract
	12.1.1 Shows curiosity, formulates questions and gives possible logical answers to the questions presented.	Needs improvement		Achieved	Systematic observation Personal meeting

13.1.1 Extrapolates what an experiment shows to what can happen on a larger-scale.			Systematic observation
			Sheet completion
13.1.2 Identifies an analyzes what consequences might human action have concerning sustainability.			Casual speaking

Figure 15. Self-development assessment   *Source: own elaboration*