



Universidad de Valladolid

Escuela de Doctorado

Departamento de Didáctica de la Lengua y la Literatura

Máster en Profesor de Enseñanza Secundaria y Bachillerato, Formación Profesional y
Enseñanza de Idiomas. Especialidad: Lenguas Extranjeras (Inglés)

BITS schools and Project Based Approach as methodological basis for the inclusive English as a Second Language class.

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Valladolid

Curso 2020/2021

Abstract

The current Spanish educational normative, the LOMLOE, which was established in 2020, was built on the main goals of the 2030 Agenda, plan of action that seeks a social development towards a more equalitarian society. In this sense, the Spanish government stated the need of an inclusive education, bearing in mind that it was recognized as a human right in 2008. Moreover, adapting the educational system to the current social trends, the ICTs have also become one of the most important components of nowadays classrooms. Following the precedent of the BITS schools, which implied an attempt to join the English as a Foreign Language (EFL) subject, the ICTs and the inclusion principle, as well as the 2030 Agenda's goals and the LOMLOE's objectives, the present study offers a practical proposal meant to be implemented in a second year EFL classroom of secondary education.

Keywords: inclusion, ICTs, BITS schools, 2030 Agenda, lesson plan.

Resumen

La ley educativa vigente en España, la LOMLOE, la cual fue consolidada en 2020, está basada en los objetivos principales de la Agenda 2030, plan de acción que busca el desarrollo social hacia una sociedad más igualitaria. En este sentido, el gobierno español decretó la necesidad de una educación inclusiva, dado que fue considerada derecho humano en el 2008. Además, con el fin de adaptar el sistema educativo a las corrientes sociales actuales, las TICs se han convertido también en uno de los componentes más importantes de cualquier aula. Siguiendo el precedente de las escuelas BITS, que supuso un intento de aunar la enseñanza del inglés como lengua extranjera, las TICs y el principio de inclusión, así como los objetivos de la Agenda 2030 y de la LOMLOE, este trabajo ofrece una propuesta práctica pensada para una clase de inglés como lengua extranjera de segundo de Educación Secundaria Obligatoria.

Palabras Clave: inclusión, TICs, escuelas BITS, Agenda 2030, unidad didáctica.

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1. Introduction

The Organic Law 3/2020 from 29th December or LOMLOE is the current educational normative in Spain, and therefore is the basis of any educational action carried out throughout the following course years. It is built on the previous Organic Law 2/2006 from 3rd May or LOE, and the Organic Law 8/2013 from 9th December or LOMCE. The new normative encourages the adaptation of the educational process to the students' needs as one of its main goals, in order to guaranteeing an effective learning process. Moreover, bearing in mind the digital change that our society is experiencing, and especially after the pandemic situation that the world is going through, the LOMLOE states the need of a development in terms of the digital competence both from the teachers and the students. This implies, as a consequence, the need of innovating throughout the teaching process, which means, to implement methodological innovations. As these normative states, these aspects are meant to encourage the quest of a successful and effective inclusive education, as a human right recognized by the Spanish government in 2008. Furthermore, the LOMLOE is established taking into account the objectives proposed by the 2030 Agenda, the plan of action stated by the United Nations in 2015. It seeks the social development of nowadays society in order to eradicate poverty and inequality among citizens. Taking into account the objectives of the 2030 Agenda, regarding education, and the increasing number of bilingual educational centers, the Castilla y León's Educative Board proposed in 2018 a plan of action which was carried out through the named BITS schools (Bilingual, Inclusive, Technological, and Safe). The methodology suggested by this plan of action tried to combine the previously mentioned aspects that the Spanish government has also taken into account for the elaboration of the new educational law, the LOMLOE.

Therefore, based on the Agenda 2030, the current LOMLOE and the BITS schools' methodological strategies, the present study offers a practical proposal meant to be implemented in a bilingual high school, as part of the English as a Foreign Language (EFL) curricula, and more specifically, of the second year of secondary education. Given this circumstance, the present study firstly presents an overview of the theoretical background taken into account. This section will review the 2030 Agenda's and the BITS schools' main principles. Then, the proposal is described, including its contextualization, the legal framework, the methodological justification, some considerations related to the students with special needs, the overview of the lesson plan in itself, and the assessment suggested. Finally, the essay will be ended with a conclusion.

2. Theoretical Background

2.1.2030 AGENDA:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (General Assembly, 2015). This is the fourth goal of the 2030 Agenda for Sustainable Development, adopted by the United Nations in 2015: a plan of action with the purpose of a social development in terms of “economic, social and environmental” (General Assembly, 2015) dimensions. It is built on the previous eight Millennium Development Goals (MDG), which were implemented in 2000 with the same purpose of the 2030 Agenda. However, as the Secretary-General of the United Nations stated in the final report of this plan, although some improvements were appreciated, the MDG were not enough. “We need to tackle root causes and do more to integrate the economic, social and environmental dimensions of sustainable development” (United Nations, 2015), leading to the development of the 17 Sustainable Development Goals (SDG) included in this 2030 Agenda.

The plan of action proposed in the Agenda 2030 is based on five different areas, key elements of its objectives. *People* is the most important one, as everything revolves around the welfare of humanity. This plan focuses on the eradication of poverty and hunger, encouraging equality in every dimension of life. A sustainable *planet* is the second key element of the SDG, as it is the environment in which humanity has to evolve. This plan seeks *prosperity* and *peace* in our society, as indispensable elements to achieve this sustainability. Finally, as members of a globalized world, *partnership* is also essential. The 2030 Agenda encourages the participation of all the countries and their solidarity.

In order to achieve a harmonic union among these elements, the United Nations stated the 17 SDG, including 169 targets. These goals seek the sustainable development of humanity and its planet, as it has been aforementioned. The 17 goals are related with different areas of life, as equality, poverty and hunger, energy, climate change, etc. Dealing with education, as key focus of the present dissertation, the fourth goal promotes to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (General Assembly, 2015). As it is stated throughout the entire document, it is needed the participation of every country, which implies the interconnection of all of them. For this reason, it is encouraged the use of the Information and Communication Technologies (ICTs), as a tool that eases the globalization and the access to every culture and piece of information. The appropriate and safe

use of these technologies should be trained in the educational world. Moreover, dealing with the inclusiveness of education, the preamble of the Agenda 2030 says that:

All people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society.

In order to provide a quality inclusive education, the Agenda 2030 encourages the creation of safe and accessible educational environments, as well as the continuous training of teachers, among other principles.

Spain and the Agenda 2030:

On the 29th of June in 2018, the Spanish government published its plan of action to implement the Agenda 2030. It is thought as a national project, considering people and the planet as the key elements of the politic decisions. Dealing with the named fourth SDG, the Spanish government proclaims the need of a guaranteed technical, material and human support that has to be effective to achieve an inclusive education. This is related with the safe and accessible educational environments that the General Assembly defended in its official document. Moreover, the Spanish government also proposed a Strategic Plan for the Equality of Opportunities 2018-2021, in which they would consider aspects related to gender equality, as part of this inclusive education. Moreover, they encourage an education not only on cognitive contents, but also on non-cognitive contents, it means, the inclusion of values and attitudes in the curricula, as part of this sustainable development of society. Therefore, transversal objectives have also to be considered in the implementation of certain didactic methodologies and strategies. Some of these transversal aims are related with “the intercultural education and the international understanding” (Government of Spain, 2018). As members of a globalized world, the education on cultures and cultural tolerance and respect gets a very important role.

Innovation as part of the 3.0 Education:

In order to achieve this multicultural education, it is needed to interact with the other cultures, as well as to access easily to information. That is why the ninth SDG deals with the necessity of innovating. The ICTs therefore get again a very important role, as they are the tools that able this interconnection and the access to information.

The implementation of innovation in the educational environment is known as Education 3.0. This strategy, as López García y Basilotta (2012) state, promotes the use of the

ICTs in the classroom, as tools to access to information and to provide a modern and innovative education to students. The technological development that is happening in every area is also affecting the educational system. Students seek the interconnection between their world and their education. Thus, teachers need to implement the use of the ICTs in the classroom. Following this innovation principles, some schools have implemented new strategies and methodologies to include the ICTs in the classroom.

Santodomingo (2021) analyses the projects of some schools based on the methodological change into a more innovative education, as well as the implementation of transversal aims related to the Sustainable Development Goals described in the Agenda 2030. Dealing with social innovation, the Changemaker schools by the Ashoka organization seek to develop “empathy, cooperative work, shared leadership, and initiatives to improve the environment” (Ashoka España, 2020). The Catalanian Escola Nova 21 tries to develop a lifelong project based on dignity, common sense and welfare for their students. More related to technological innovation, in 2016, the project Innovative Centers was founded. It is a community of schools that implements innovative methodologies in their classrooms. Finally, as the basis of this dissertation, the BITS schools stand also out as part of the Educative Innovation project developed in 2018. The methodology of these schools is explained and analyzed in the following section.

2.2.THE BITS SCHOOLS:

The acronym BITS corresponds to Bilingual, Inclusive, Technology, and Security. These four elements are the basis of these schools, which belong to the Educative Innovation project proposed in 2018. This project was established in Castilla y León (Spain), and it was formed by a set of schools that had a plan oriented to technological innovation in their methodologies. The plan suggested in this project was intended to be implemented from the year 2018. The program set its basis in several official documents related to education. In the same perspective as the Agenda 2030 goal of an equitable and quality education, the Organic Law 2/2006 from 3rd May states the necessity of an adapted education to the students’ needs. This is related in the said document with the Article 24.2 of the Convention on the rights for the disabled held on the 13th of December in 2006, which defends an inclusive quality education. Both statements are connected since inclusiveness implies equality. All students must get a quality education, regardless of their condition. Moreover, the European Strategy for the Disabled 2010-2020 also supported the idea of improving the levels of education for the

disabled students. The inclusiveness in education, as it can be seen, has been a very important aspect when considering the legislative norm that rules the Spanish education, and since the plan of action to implement the Agenda 2030 goals, this focus has even increased its relevance. Regarding with the technological and linguistic perspective of these schools, the Organic Law 8/2013 from 9th December encourages the use of the ICTs and the multilingualism as a support to achieve a quality education. Both aspects also ease the communication with other countries, as part of a globalized world.

Bearing all these motifs in mind, the Castilla y León autonomous community suggested a methodological change through this project. Schools need to adapt to the continuous changes of nowadays society; therefore, the key competence “learning to learn” increases its relevance. Students must be able to look for information and transform it into knowledge (Consejería de Educación, 2018). As members of a community, students should be trained on cooperative work so they can “generate personal and professional synergies” (Consejería de Educación, 2018). These will be key elements in the development of the BITS schools’ program, which proposes a set of innovations for the schools involved. To begin with, the methodological innovations include a transition from the traditional approach to a task/project-based approach as the most efficient didactic strategy. Students will learn through problem-solving or through a communicative approach, among others. Moreover, one of the main aims of this methodology is to interconnect the multiple disciplines of the curriculum, in order to show students the importance of every discipline in every area of their daily life. Then, the curricular innovation is based on the importance of the Key Competences. This will imply the implementation of transversal aims in addition to the formal ones in the curriculum. It also implies the personalization of the learning process to our students. Finally, the BITS schools’ program also suggests to change the classroom management, as it encourages the creation of learning environments in the schools, where students can develop and improve their skills and where they can communicate with their classmates.

Bilingualism:

Traditionally, English as a Foreign Language (EFL) has been considered an additional subject to the students’ curriculum. This has implied that the standard language, or the state

language, has always being the main medium of communication and, therefore, of evaluation. However, experts as García (2011) ¹have reflected on the disadvantages of this practice.

The ability to use the standard language is a developmental goal of education, but restricting the *languaging*² of students may severely limit their communicative and intellectual potential, and their possibilities of becoming better educated.

When she refers to *languaging*, the use of different languages is included. Technology and Internet have implied the need of controlling more than one language, as information will be provided in many different languages. “People need to communicate or access information outside their primary language group.” Moreover, here are many students that are “educated in a language other than that of the home.” Therefore, bilingual education will educate students on tolerance towards other cultures, as well as it will avoid minority speakers to feel insecure in a monolingual environment. Moreover, taking into account these minority speakers, bilingual education favors social and cultural equality, as it deals with more than a culture in a meaningful and equitable way.

García (2011) divides the advantages of bilingual education between cognitive and social benefits. Bilingualism expands intellect and imagination, “as they gain ways of expression and access different ways of being in the world.” As members of a globalized world, students should be able to interact and lead with different cultures, as well as they need to find their own personality which will be spread through the exposition to different cultures. Dealing with cognitive advantages, bilingual students have shown in several studies to be more mental flexible, which leads to a greater linguistic and metalinguistic awareness. In her work, Garcia (2011) talks about three different parts of this metalinguistic awareness: word, syntactic and phonological awareness. Bilingual students have proved to experience a faster semantical development, as well as their capacity to organize the language’s underlying structures. Furthermore, the analysis they regularly carry out to the languages acquired leads to a greater development of critical thinking. As regards the social advantages, bilingual education provides students with different communicative contexts, leading to the acquisition of a “multimodal language” that can be used in many different circumstances. Moreover, it increases “one’s ‘wealth’ because it allows one to interact with others in various social contexts”, bringing the

¹ The section named *Bilingualism* of the present dissertation will be based on Garcia (2011)’s work, which means that there will be several citations taken from that essay.

² *Languaging* is previously defined by Garcia (2011) as “the fluid ways in which languages are used in the twenty-first century.”

opportunity of developing a cultural awareness and of being educated as “global and responsible citizens.”

Considering all the advantages that bilingual education brings to students’ development and the key role that schools play in social and cultural reproduction (García, 2011), it is very important to have a clear idea of the differences between these bilingual education programs and the traditional language education ones that schools offer nowadays. As it has been aforementioned, traditionally, EFL has been considered an additional subject, whose main goal is “to learn an additional language.” According to this approach, language is only considered as content. Meanwhile, the recently developed bilingual programs have focus on educating students on diversity, providing language as a medium of instruction and not as content. Thus, as García (2011) states, bilingual education consists in “teaching content through an additional language other than the children’s home language.” This author supports the idea that bilingual students should present a common underlying language proficiency for both languages, and not separate ones. Therefore, students should be taught both contextualized and decontextualized language, being the first one the language used in any kind of social interaction, and the second one academic language.

Inclusive education:

Since education is recognized as a basic human right, the controversy around education and minorities has been a focus throughout the years. Inclusive education implies “responding to diversity in all its forms and creating an education system to accommodate all” (Stubbs, 2008). This diversity has different representations, as gender or racial diversity, or persons with disabilities. The latter group will be the referred one in this dissertation. The Convention on the Rights of Persons with Disabilities (2006) proclaimed that the inclusive education is a right, and this education must be accessible and quality. However, the controversy does not end there, as ways of thinking about how and where this education should be provided differ. According to Stubbs (2008), there are some experts that think that these students should attend “segregated special schools”, as those centers are the only ones able to fulfill all their needs. On the other hand, “full inclusion in mainstream schools” has also been considered the best option by others. According to this group, a fully inclusion can also be achieved in heterogeneous groups, where differences are not seen as distinctive aspects, but as diversity learning aids. Finally, there is a neutral point of view that defends the benefits of achieving a combination of both. Dealing with

this controversy, the *Salamanca Statement and Framework for Action on Special Needs Education* (1994) stated that:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; more over, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

This document set the basis on what inclusive education means and how to achieve it successfully. They considered that regular schools are the best option to avoid discrimination. Moreover, they stated a list of inclusion concepts that were summarized by Stubbs (2008) as the main principles of the inclusive education:

- “Children have a wide diversity of characteristics and needs.”
- “Difference is normal.”
- “Schools need to accommodate all children.”
- “Children with disabilities should attend their neighbourhood school.”
- “Community participation is essential for inclusion.”
- “Child-centred pedagogy is central to inclusion.”
- “Flexible curricula should adapt to children, not vice versa.”
- “Inclusion needs proper resources and support.”
- “Inclusion is essential to human dignity and the enjoyment of full human rights.”
- “Inclusive schools benefit all children because they help create an inclusive society.”
- “Inclusion improves the efficiency and cost-effectiveness of the education system.”

Considering these statements, it can be seen that inclusive education is essential to achieve an equitable education, which is one of the most important goals of nowadays educative policies, as well as one of the SDG of the Agenda 2030. Furthermore, Stubbs (2008) claimed the importance of ensuring the persons with disabilities not only equal primary and secondary education, but also “equal access to lifelong learning.” The BITS schools, as part of this

innovative approach, seek inclusion in their classrooms, standing it out to a point that is one of their most important objectives.

ICTs and Education:

The massive technological innovations that have appeared in these last decades has implied the necessity of a union between the educative system and the Information and Communication Technologies (ICTs). As Jiménez (2008) states, ICTs refers to every kind of information technology, and more specifically to its social contributions. These ICTs should be used as educative tools that ease the learning process and can be adapted to the different learning styles of students.

Education is basically a communicative process, which implies that how we communicate will affect how we are educated. Nowadays, social communication is mainly through the ICTs, and that is why it is so important to include them in the educational environment. According to Navarro-Pablo et al. (2019), the communicative approach which education has been relying on can only be achieved if several factors are present: “content-based instruction, task-based language teaching, language immersion, bilingual and multilingual programs.” These authors defend that the best way to succeed is using the ICTs in the classroom. The reasons are the multiple advantages that they provide. Jiménez (2008) listed these advantages into: motivational benefits, as the new technologies are part of their daily life; encouragement of students’ active participation and, therefore, their development of initiative and their autonomy; error-based learning, as they can have automatic feedback; better teacher-student communication, because of the multiple online ways of communication; a successful cooperative learning; the greater possibility of interdisciplinarity; the exploitation of expression and creativity; the access to all kinds of information; and the possibility of self-evaluation.

All these advantages proves that the use of ICTs provides a flexible education, as the learning process can be adapted to the needs of our students thanks to the great variety of technological resources and options. Bearing in mind the theory of the Multiple Intelligences of Gardner (1992), it can be stated that students will get easier to their zone of proximal development if they are given a flexible education. In his theory, Gardner explains that every person has eight different intelligences, but how they are configured in each person is different. These intelligences are the linguistic, focused on the use of language; the logical-mathematical, focused on the abstract relations; the musical intelligence, focused on the sound; the visual, providing spatial capacities; the bodily-kinesthetic, which implies the use of

movement and body; the intrapersonal, which deals with the inner feelings; the naturalistic, focused on nature; and the interpersonal intelligence, focused on the social skills. Therefore, sticking to an only teaching technique is not going to work for every student, as they will have a different level of development on each intelligence. As Almenara (2010) says, as members of an interactive multimedia world, the ICTs provides flexibility, letting students choose their own learning route.

This innovative approach, as Jiménez (2008) states, implies a didactic, methodological and organizational innovation in terms of education. However, as Vaskivska et al. (2017) explain, this technology-intensive learning and education depends on the modern interactive technologies provided to students and teachers, to the technical and technological infrastructure of the school, and to the range of gadgets, software and web applications available. All these innovations lead to the teacher transformation from the traditional content-transmitting role to a facilitator in the task of interpreting the contents. Therefore, the use of the ICTs encourages the students' autonomy, and at the same time it contributes to a faster cognitive and personal development.

Project-Based Learning:

The BITS schools not only promote a curricular innovation plan, but also a methodological innovation, which implies the transformation from a teacher-centered education to a student-centered environment. The approach that these schools follow is the Project-Based Learning (PBL), which has been gaining more importance since the 90s. This approach consists in prompting the students a problem, for which they need to find a solution by creating tangible products. As Krajcik & Blumenfeld (2006) states, “the PBL allows students to learn by doing and applying ideas. Students engage in real-world activities that are similar to the activities that adult professionals engage in.” This means that students are provided with a meaningful education, in which they are not only expected to memorize contents, but also to understand and apply them in similar situations to real ones. Therefore, PBL is a type of situated learning, through which “students gain a deeper understanding of material” as “they actively construct their understand by working with and using ideas” (Krajcik & Blumenfeld, 2006).

This educational approach was built on the different research carried out by experts about the learning process of children. Krajcik & Blumenfeld (2006) analyzed the conclusions achieved and stated that the learning process is effective if there are always four elements cooperating: active construction of meaning, based on their experiences and social interaction;

situated learning, providing authentic, real-world context; social interaction, which leads to the creation of a community of learners where they share and get new ideas; and cognitive tools, being the ICTs the most important ones nowadays. Therefore, these authors established the key features that a PBL classroom needs to include. To begin with, the teacher needs to provide a ‘driving question,’ which is mainly based on “real, meaningful problems.” Then, students go through an ‘authentic, situated inquiry,’ in which they have to accumulate information and acquire specific contents. All this information is applied in collaborative activities with their peers. During this process, they will need the support of learning technologies as their main cognitive tools. Finally, the process ends with the creation of a tangible product that shows the students’ evolution and the effectiveness of the process. Sormunen et al. (2020) also add the importance of providing students with a teacher-given model, so they can create a clearer route for their project. In addition, they emphasize the advantages of giving continuous feedback throughout the process in order to avoid misunderstandings and to make them recalculate their route if needed. And finally, they suggest the use of regular ‘teacher-directed reflective discussions’ to make students conscious of their process, and to discuss about problems and wonders they may have throughout the project. These discussions also work as a model of interaction for students, contributing to the development of their social skills.

Moreover, Sormunen et al. (2020) reinforce the importance of the teacher in order to succeed in the PBL. The teacher should be a facilitator and guide of the learning process, as well as he or she needs to make sure that every student is participating and that the interaction among peers is working appropriately. This teacher support is even more important when working with an inclusive classroom. Sormunen et al. (2020) states that “LD [Learning Disabilities] students need more direct and intensified adult involvement.” The reason is that, based on some teachers’ experiences as these authors tell, LD students may feel undervalued and they might become reluctant to work and to interact in groups. In order to support these students, they also encourage to create sub-projects assigned and adjusted to LD students in order to make the learning process more flexible and more accessible for them.

One of the main principles of the PBL approach is that cooperative work is successful for the learning process. Liao (2005) explains that the reasons of this effectiveness are cognitive and motivational ones. Regarding the former ones, “cooperation promotes learning because the process enables learners to operate within one another’s zone of proximal development.” This means that interaction helps students to build their knowledge, promoting their autonomy. Dealing with the motivational reasons, this author defends that the PBL encourages students

“to have high expectancy of each other” and to respect their peers. It is also very important to reflect on the advantages that cooperative learning can have for an inclusive classroom. Sormunen et al. (2020) contributes to this idea: “similar to inclusive education, in cooperative learning, students work and interact to maximize every student’s learning by supporting each other. They also gain cooperative skills in addition to academic knowledge.”

3. Proposal

Based on the research carried out on the objectives of the Agenda 2030 and its consideration as the basis of the innovative educational plan ‘BITS schools’, the following lesson plan is suggested as part of the secondary education curriculum, specifically for a second grade English as a Foreign Language classroom. The lesson plan follows the main principles of these schools: Bilingualism, Inclusiveness, Technology and Safety; as well as the methodological strategies suggested: Task and Project-Based learning approaches (TBL and PBL). The present essay firstly offers a contextualization of the proposal, followed by the legal framework considered. Then, the methodological justification will be explained, as well as the methodological strategies considered to address the specific needs that some students require. Finally, the lesson plan in itself will be presented, followed by the assessment suggested.

3.1.CONTEXTUALIZATION OF THE PROPOSAL

This lesson plan is addressed for students from an English as a Foreign Language classroom. The high school offers both secondary and Bachelor education. It is to be implemented in a bilingual school located in a middle-class neighborhood in Valladolid (Spain). The cultural and personal differences cohabitating in this area imply integration problems among students.

The classroom for which this lesson plan is proposed is formed by 20 students in the second grade of Secondary Education (ESO). Two of them are students with specific educational support needs, as one of them suffer from ASD (Autistic Spectrum Disorder) and the other one has a Borderline Intellectual Capacity, which will be considered and discussed in a different section of the present essay. They have three hours a week of English as a Foreign Language, as stated in the Orden EDU 362/2015 normative.

Regarding the temporal contextualization of this lesson plan, it is planned to be the last unit of the school year. Therefore, it could be considered a lesson meant to review the contents learnt and acquired throughout the year. Moreover, every innovative tool used, as technological

ones, should have been used before during the school year, so students know already how to work with them. It is formed by six sessions of 50 minutes each one. Sessions are divided into tasks that can be of five different types. The warm-up activity is always the same, creating the sense of routine that students need at the beginning of the class, especially the students with special needs. Then, introduction tasks are used to present the topic and check the previous knowledge of students. Presentation tasks show students the new contents through enjoyable dynamics. Then, development tasks serve to check the students' understanding of the new contents, so they can use all this knowledge in the application tasks.

3.2.LEGAL FRAMEWORK

This lesson plan is delimited within the CEFRL (Common European Framework of Reference for Languages). Dealing with the national normative, this proposal is regulated by the Spanish LOMLOE. The objectives are listed in the Organic Law 2/2006 from 3rd May. The key competences are delimited according to the European Commission, 2019. Moreover, the curricula are based on the Royal Decree 1105/2014 and the Orden ECD 1361/2015. Finally, the assessment is developed in the Royal Decree 310/2016. As this lesson plan is to be implemented in Valladolid (Castilla y León) and it is for secondary education, the Orden EDU 362/2015 is used. This normative includes the relations between contents and assessment criteria. The high school PEC, PGA and the Linguistic Project will also be considered.

3.3.JUSTIFICATION

As it has been aforementioned, the present lesson plan is based on the principles of the BITS schools, as their educational methodologies follow the objectives of the Agenda 2030. It seeks an inclusive education, which is accomplished through the use of the different technological tools available to the educational system, as students develop and progress according to their own path. In these schools, the English language is not a content but a tool to perform a task that mirrors real life. This is the main goal of bilingualism. Moreover, this proposal is planned on the basis of the educational special needs that some students have, providing an inclusive education as one of the main goals of the Agenda 2030, and therefore, of the nowadays educational system.

Therefore, the main methodologies used throughout the sessions are that of the task and project-based approaches. The lesson is structured towards the accomplishment of a final product (project). In order to effectively fulfil its requirements, it is divided into mini-tasks distributed into different sessions, and which have to do with the final one. This approach lets

teachers know their students, so they can adapt the contents. Furthermore, as it has been aforementioned, group work eases the interaction among students and, as a result, it enables a relaxed class environment. It is remarkable that the tasks let students fully develop their linguistic skills, including grammar as an implicit content and not as explicit as in traditional methodologies. Finally, the creation of a final product mirroring real life makes the learning process significant since it enables students to cope with different daily communicative situation in the target language.

The project and task-based approaches are orientated to the communicative approach, in which the teacher acts as a role model and a facilitator, creating situations that are as close as possible to real life. This strategy helps students to find a purpose or goal in language learning, which brings it closer to natural acquisition. Moreover, it helps students to develop conversational strategies they have acquired in former sessions. Furthermore, it gives students the feeling of responsibility and autonomy, as they are not only answering questions but also performing a final task prepared by themselves. This way, the teacher needs to adapt the linguistic input to each session through the different stages of the development of the lesson plan (introduction, presentation, development and application). The teacher provides students with a role model and the strategies they need to succeed in any communicative scenarios, in order to guide them. The teacher will also use students' previous knowledge to get to their zone of proximal development, through reinforcement or review activities, which will also act as a bridge to the new content tackled throughout the unit.

In addition, the project and task-based approaches let work on issues not implicitly related to the contents in the foreign language classroom. That explains the transversal aims that are included in this lesson plan. these aims mostly encourages students to show respect and tolerance to their classmates and to other cultures. The cooperation and participation in this student-centered proposal brings the opportunity to learn strategies on how to learn from and with others. Moreover, throughout the lesson plan, students will read about and work on other cultures, which will make them learn of the globalized world in which they live. They need to learn how to cope with other cultures and how to get some profit from this process.

These methodologies also help students to develop a knowledge and understanding not only of their own culture, but also the one of the target language they are learning and the rest of cultures in the classroom. In fact, this proposal addresses the diversity in the classroom through the task-based approach, as it is the most suitable methodology for this matter. Students

work in small groups, which will ease the integration of every student and will encourage the tolerance to the “otherness.” In addition, the warm-up task contributes to this integration and this diversity within the group, as a tool of creating a group sense.

Finally, regarding evaluation, all these mini tasks will be evaluated in each session in order to give students feedback after each one of them. These tasks are interdependent as they contribute to the final one. Thus, the assessment suggested is formative, enabling students to reach the final task fully prepared. However, bearing in mind that students are learning through the different sessions, they are expected to make mistakes. The final product, then, is the one that the teacher will take mostly into consideration for the unit’s final mark and will show not only what students understood and learnt, but also what they are able to do, that is their Competences.

3.4. STUDENTS WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS

The English as a Foreign Language (EFL) classroom this lesson plan is meant to be for is formed by 20 students. Two of them are students with specific educational support needs. As mentioned before, in this classroom, there is a ASD (Autistic Spectrum Disorder) student and a Borderline Intellectual Capacity (BIC) student. following I will explain the educational and methodological adjustments which they may require in my english class taking into account that the approach I’m following and the BITS school mode I base my proposal on, create an inherent favorable atmosphere and an intrinsic respect to students learning rhythms and styles whatever their needs and characteristics which together with collaborative work will make them feel at least capable and motivate them to try.

Dealing with the ASD student, after his evaluation, he was assigned curricular adaptation to some subjects, not being EFL one of them. The areas of difficulty that ASD students present are social interaction and communication (specially dealing with reading and writing), and imaginative or flexible thinking (Wire, 2005). Therefore, the importance of the communicative skills in the EFL classroom will be of great support for this student’s social development. Moreover, group work will help this student as it will raise his “awareness of social skills” (Wire, 2005). However, it is essential that this student is frequently offered with support as a model or positive feedback, as a way of “reducing or eliminating their feeling of being a *Martian in the playground*” (Wire, 2005). Being able to perform a task and to be congratulated for his job will encourage and help him to feel more comfortable about the subject of EFL.

Regarding the needs of the BIC student and according to Parra et al. (2016), he presents learning difficulties, especially linguistic ones (reading and writing); as well as social interaction or adaptation ones. However, as the ASD student, he has not curricular adaptation in the EFL subject. Planification and organization are also difficult for him, which will be solved through group working and group roles, as his teammates will support him. Throughout the lesson, students will be asked to use specific technological tools. Bearing in mind that BIC students tend to respond slower to timed tasks, the tools required should have been used during the school year, guaranteeing that students are used to them for this lesson. In addition, Asociación EnLínea (2007) suggests some strategies to assure the lesson's effectiveness for these students. To begin with, they should be offered situations in which the communicative skills are essential, in order to improve their social skills. Then, as well as ASD students, BIC students need to have positive support to feel encouraged to keep working and learning.

Following the BITS schools' principles and as Parra et al. (2016) state, every educational action and process should be oriented towards social and educational inclusion under normalizing criteria, in order to reduce this diagnosing mark and to favor the personal and social integration of every student. For this reason, this lesson plan is planned based on the needs of these two students, guaranteeing that it works for every student in the class without almost any need of adaptation. This is the best way to achieve this inclusion that the present study and the BITS schools pursue. Showing students that they all can do the same is the best way to give them this formative education joined to the academic one (Parra et al., 2016), being the latter the only and main objective of traditional methodologies.

Visual support will also be given, as it eases the comprehension and understanding of the teacher's linguistic input and the given instructions. It helps every student, but it is of great support for these students with special educative needs, as they have certain difficulties in certain cognitive areas. Moreover, in order to facilitate the temporal organization and planification of every student, the teacher will clearly indicate from the very beginning the timing of each task. As it has been aforementioned, BIC students have some difficulties in planning and organizing themselves. Therefore, this strategy joined to their classmates' support will help him. Finally, and as the most important one, almost every task and the final project are carried out in groups. This strategy helps students to feel more comfortable; as they are small groups, they can easily find support and help. Moreover, as Escandell (2004) explains, secondary education students are in a hard age, in which they tend to establish their groups of

friends based on similarities and not on differences. Groups will be set by the teacher, as a way of educating students on this diversity which will enrich their educational process.

3.5.OVERVIEW OF THE LESSON PLAN

Stage	ESO	Tasks
Grade	Second	
Timing	6 sessions / 50 minutes each	
<p style="text-align: center;">General Objectives</p> <p>According to the R.D. 1105/2015,</p> <p>b) To develop and consolidate discipline, study, and individual and teamwork habits as a necessary condition for successfully performing their learning tasks and as means of personal development.</p> <p>e) To develop basic skills regarding the use of information sources in order to acquire new knowledge critically. To obtain basic competence in the field of technologies, and especially in information and communication technologies.</p> <p>i) To understand and express oneself in one or more foreign languages correctly.</p>		<ul style="list-style-type: none"> • Song of the day • Topic Discussion • Celebrations Kahoot • Celebrations’ must-haves • Feelings Brainstorming • ‘What would you make with this?’ video • Celebrations Brainstorming • What do we celebrate? • Group roles decision • Pre-listening • Listening Comprehension • Our celebration’s sketch • Reading: “Water Lantern Festival” • Writing: Our celebration’s description • Getting ready on Genially • Saturday Suggestions • Writing II: Activities Timetable • Information Brainstorming
<p style="text-align: center;">Key Competences</p> <ul style="list-style-type: none"> - Literacy Competence - Multilingual Competence - Digital Competence - Personal, social and learning to learn Competence - Cultural awareness and expression Competence 		

	<ul style="list-style-type: none"> • Writing III: Additional Information • Genially Time • Presentations • Voting Time
<p style="text-align: center;">Contents</p> <p style="text-align: center;">According to the Orden EDU/362/2015,</p> <p>ORAL TEXTS COMPREHENSION:</p> <ul style="list-style-type: none"> • Communicative skills: description of places and activities. Account of occurrences. Expression of interest, endorsement, appreciation, sympathy, satisfaction, hope, confidence, surprise, and their opposites. • Oral vocabulary commonly used related to free time, leisure and sports; trips and holidays; language and communication. <p>ORAL TEXTS PRODUCTION:</p> <ul style="list-style-type: none"> • Communicative skills: description of places and activities. Account of occurrences. Request and offer of information, instructions, opinions and points of view, pieces of advice, warnings and notices. • Oral vocabulary commonly used related to free time, leisure and sports; trips and holidays; language and communication. <p>WRITTEN TEXTS COMPREHENSION:</p> <ul style="list-style-type: none"> • Communicative skills: description of places and activities. Account of occurrences. Expression of interest, endorsement, appreciation, sympathy, satisfaction, hope, confidence, surprise, and their opposites. • Oral vocabulary commonly used related to free time, leisure and sports; trips and holidays; language and communication. <p>WRITTEN TEXTS PRODUCTION:</p> <ul style="list-style-type: none"> • Communicative skills: description of places and activities. Account of occurrences. Request and offer of information, instructions, opinions and points of view, pieces of advice, warnings and notices. • Oral vocabulary commonly used related to free time, leisure and sports; trips and holidays; language and communication. 	

Assessment Criteria

According to the Orden EDU/362/2015, we will check if students are able...

ORAL TEXTS COMPREHENSION:

- To identify the essential information, the key points and the most relevant details of brief and well-structured oral texts, transmitted verbally or through electronic means and enunciated in a slow speed, in a formal/informal/neutral register, and that deal with quotidian issues in habitual situations or with general topics or with personal, public and educative topics.
- To recognize oral vocabulary commonly used related to quotidian issues and to general topics or related to one own's interests and studies, and to infer from the context, with some visual support, the meanings of words and expressions less frequently used or more technical.

ORAL TEXTS PRODUCTION:

- To produce brief and understandable texts, in a neutral or informal register, with a straightforward style, meant to give, ask for and exchange information.
- To carry out the functions required by the communicative purpose, using the commonest models of these functions and the most frequent discursive patterns to organize the text in a simple and coherent way.

WRITTEN TEXTS COMPREHENSION:

- To identify the essential information, the key points and the most relevant details of a text written in a formal/informal/neutral register, and that deals with quotidian issues in habitual situations or with general topics or with personal, public and educative topics, and that includes simple structures and common vocabulary.
- To recognize written vocabulary commonly used related to quotidian issues and to general topics or related to one own's interests and studies, and to infer from the context, with some visual support, the meanings of words and expressions less frequently used or more technical.

WRITTEN TEXTS PRODUCTION:

- To carry out the functions required by the communicative purpose, using the commonest models of these functions and the most frequent discursive patterns to organize the text in a simple and coherent way, according to the communicative context.

- To know and use enough written vocabulary to communicate information, opinions and points of view in brief, simple and straightforward texts, dealing with habitual and quotidian situations.

Session 1

Session 1	
Aims	Contents
<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> • To express their preferences in regards to music, in order to build a group sense (routine task). • To talk about the topic using their previous knowledge (review task). • To respect and tolerate their classmates opinions and comments (transversal aim). • To be tolerant and respectful with cultures' traditions (transversal aim). • To answer questions on given pictures related to the topic. • To identify vocabulary related to the topic of <i>celebrations</i>. • To identify the name of celebrations. • To identify adjectives of feeling. • To express their feelings dealing with celebrations. 	<p><i>Celebrations</i> vocabulary (celebration, food and drinks, party, parade, family and friends, presents, music, Halloween, Carnival, Easter, Christmas, graduation, festival, and birthday)</p> <p>Adjectives of feeling (excited, bored, stressed, sad, frightened, embarrassed, nervous, tired, interested, and loving)</p>
Assessment Criteria	
<p>At the end of the session students should be able to...</p> <ul style="list-style-type: none"> • Identify at least five characteristic items of a party from the following: celebration, food and drinks, parade, music, party, family and friends, and parade. 	

<ul style="list-style-type: none"> Identify at least three well-known celebrations of the following ones: Halloween, birthday, Christmas, Carnival, graduation, festival, and Easter. Express their feelings about celebrations using the following adjectives: excited, bored, stressed, sad, frightened, embarrassed, nervous, tired, interested, and loving. 	
Tasks	Timing
Song of the day	5 minutes
Topic Discussion	10 minutes
Celebrations Kahoot	10 minutes
Celebrations' must-haves	10 minutes
Feelings Brainstorming	15 minutes

Task 1 – Session 1		
Name: Song of the day	Type: Warm-up	Timing: 5 minutes
Class Management: The students get ready for the class individually.	Materials Computer, speakers, Internet connection, and a music app/webpage.	
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> To express their preferences in regards to music, in order to build a group sense (routine task). To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input:		
Good morning! How are you doing?		
Let's start with the Song of the Day while you get ready. Today's turn is <i>student</i> . Tell us briefly which song you have chosen and why, please.		
[The student answers and we listen to the song]		

Ok, are you ready to start? Let's go.

Attention to Diversity

This task does not require of any adjustments for students with specific educational support needs, as they are free to choose the song they want.

Task 2 – Session 1

Name:	Type:	Timing:
Topic Discussion	Introduction	10 minutes
Class Management:		Materials
All the students participate in the discussion by raising their hands to comment on the pictures.		Computer, Internet connection, board and chalks, and the Genially presentation. https://bit.ly/3zdXJqQ
Aims:		
At the end of the sessions students should be able...		
<ul style="list-style-type: none"> - To talk about the topic using their previous knowledge (review task). - To answer questions on given pictures related to the topic. - To respect and tolerate their classmates' opinions and comments (transversal aim). - To be tolerant and respectful with cultures' traditions (transversal aim). 		
Linguistic input:		
<p>Today, we start a new unit. Look at its title 'Have fun!' and to the name of the project 'What do we celebrate?' ... What do you think is the topic going to be about?</p> <p>[Students answer]</p> <p>Yes! The topic is: celebrations. What kind of celebrations do you know?</p> <p>[Students answer]</p> <p>Okay! Let's see what these people is celebrating. What do you think is the first girl celebrating?</p> <p>[Students answer]</p> <p>Well done! It's a graduation (the teacher writes the word on the board). And when is this celebrated?</p> <p>[Students answer]</p> <p>Good job. And who celebrates these occasions?</p>		

[Students answer]

And what do you think about this celebration?

[Students answer]

Ok, let's see the second picture. What do you think they are celebrating?

...

(The teacher asks the students all the questions that are in the Genially presentation)

Attention to Diversity

This task does not require of any adjustment for students with specific educational support needs, as it does not imply reading and writing skills, being those the areas that need support. The Genially presentation is always read aloud and very visual.

Task 3 – Session 1

Task 3 – Session 1		
Name: Celebrations Kahoot	Type: Introduction	Timing: 10 minutes
Class Management: Students work in pairs to solve the Kahoot.		Materials Computer, Internet connection, Genially presentation, devices, and the Kahoot link. https://bit.ly/3zdXJqQ → Genially https://bit.ly/3goKr2h → Kahoot
Aims: At the end of the session students should be able to... <ul style="list-style-type: none"> - To be tolerant and respectful with cultures' traditions (transversal aim). - To talk about the topic using their previous knowledge (review task). - To answer questions on given pictures related to the topic. - To identify the name of celebrations. 		
Linguistic input: So, we have talked about three different types of celebrations: graduations, parties and festivals. But there are more. In pairs, you are going to answer the questions in a Kahoot. So get ready (the teacher shows in the screen how to get to the link) and start! [Students perform the task]		
Attention to Diversity		

Students are read aloud the questions and answers which will facilitate comprehension of students with specific needs and help them keep in track with the class. The Genially presentation is always read aloud and very visual. Regarding the Kahoot, they may be used to this tool, as they might have been working with it throughout the school year.

Task 4 – Session 1		
Name: Celebrations’ must-haves	Type: Presentation	Timing: 10 minutes
Class Management: All the students participate in the discussion by raising their hands to comment on the pictures.	Materials Computer, Internet connection, Genially presentation. https://bit.ly/3zdXJqQ	
Aims:		
<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> - To identify vocabulary related to the topic of <i>celebrations</i>. - To express their opinion and preferences regarding plans and celebrations. - To respect and tolerate their classmates’ opinions and comments (transversal aim). 		
Linguistic input:		
<p>Guys, now tell me. When you celebrate something, like your birthday, what kind of things are always in your celebration?</p> <p>[Students answer]</p> <p>Okay, so food, drinks and music. Look at these pictures, and let’s see what the usual must-haves of a celebration are. What is the first one?</p> <p>[Students answer]</p> <p>So the first one is a parade. What about the second one?</p> <p>[Students answer]</p> <p>(The teacher continuous asking the students for the rest of the words)</p> <p>Apart from these ones, can you think about any other?</p> <p>[Students answer]</p>		
Attention to Diversity		

This task does not require of any adjustments for students with specific educational support needs, as they are shown some examples or models before they enroll the discussion. The Genially presentation is always read aloud and very visual.

Task 5 – Session 1		
Name:	Type:	Timing:
Feelings Brainstorming	Presentation	15 minutes
<p style="text-align: center;">Class Management:</p> <p>The students work individually.</p>		<p style="text-align: center;">Materials</p> <p>Computer, Internet connection, the Genially presentation, devices, and the Menti.com links.</p> <p>https://bit.ly/3zdXJqQ → Genially</p> <p>https://www.menti.com/cgsokiwv7h</p> <p>https://www.menti.com/6kjt561xnt</p> <p>https://www.menti.com/uikpprm832</p> <p>https://www.menti.com/kufuij2trq</p> <p>https://www.menti.com/kpg9rkd9zf</p> <p>https://www.menti.com/j35kpun7vb</p> <p>https://www.menti.com/9f81pxiesm</p> <p>https://www.menti.com/hwreh1u4oh</p> <p>https://www.menti.com/ydxbapq6ud</p> <p>https://www.menti.com/d12r2piquf</p>
Aims:		
<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> - To identify adjectives of feeling. - To express their feelings dealing with celebrations. - To express their opinion and preferences regarding plans and celebrations. 		
Linguistic input:		
<p>Now, think about a celebration. How do you feel when you celebrate it?</p> <p>[Students answer]</p> <p>Happy? Sad? Okay, let's see some more feelings that celebrations make you have. After each adjective, you are going to click on the 'eye' below to add the name of a celebration that</p>		

makes you feel that way. For example, birthdays make me feel excited (the teacher shows the students how to add the work *birthdays* to the ‘excited’ link). Are you ready?

When we are excited, we are happy and smiling. What kind of celebrations make you feel excited?

[Students perform the task]

You are bored when you don’t like what you are doing. So what celebrations make you feel bored?

[Students perform the task]

When you have a lot of things to do, you may feel stressed. So tell me what celebrations make you feel stressed.

[Students perform the task]

...

(the teacher continues giving a brief explanation before they perform the task)

Attention to Diversity

Students are read aloud the questions, and the required answers are short and they do not need to be elaborated. The Genially presentation is always read aloud and very visual. Dealing with the *Menti* webpage, they may be used to this tool, as they might have been working with it throughout the school year.

Session 2

Aims	Contents
<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> • To express their preferences in regards to music, in order to build a group sense (routine task). • To identify the steps to create their project. • To identify the name of celebrations. 	<p><i>Celebrations</i> vocabulary (celebration, food and drinks, party, parade, family and friends, presents, music, Halloween, Carnival, Easter, Christmas, graduation, festival, and birthday)</p> <p>Giving opinion (In my opinion..., my opinion is...)</p>

<ul style="list-style-type: none"> • To respect and tolerate their classmates' opinions and comments (transversal aim). • To discuss respectfully with their classmates to get an agreement (transversal aim). • To identify the different parts of a celebration infographic. 	
<p>Assessment Criteria</p> <p>At the end of the session students should be able to...</p> <ul style="list-style-type: none"> • Suggest at least one celebration to their groups from the given list in class (Halloween, Carnival, Easter, Christmas, graduation, festival, and birthday) or a new one. • Give their opinion about the final project to their group using the opinion expressions 'In my opinion,...' or 'My opinion is...' 	
Tasks	Timing
Song of the day	5 minutes
'What would you make with this?' video	5 minutes
Celebrations Brainstorming	10 minutes
What do we celebrate?	25 minutes
Group roles decision	5 minutes

Task 1 – Session 2		
Name: Song of the day	Type: Warm-up	Timing: 5 minutes
Class Management: The students get ready for the class individually.	Materials Computer, speakers, Internet connection, and a music app/webpage.	
Aims:		

<p>The students should be able...</p> <ul style="list-style-type: none"> - To express their preferences in regards to music, in order to build a group sense (routine task). - To respect and tolerate their classmates' opinions and comments (transversal aim).
Linguistic input:
<p>Good morning! How are you doing?</p> <p>Let's start with the Song of the Day while you get ready. Today's turn is <i>student</i>. Tell us briefly which song you have chosen and why, please.</p> <p>[The student answers and we listen to the song]</p> <p>Ok, are you ready to start? Let's go.</p>
Attention to Diversity
<p>This task does not require of any adjustments for students with specific educational support needs, as they are free to choose the song they want.</p>

Task 2 – Session 2		
Name:	Type:	Timing:
'What would you make with this?' video	Presentation	5 minutes
Class Management:	Materials	
They work individually, listening to the video. Then, they share what they understand.	Computer, Internet connection, YouTube app and the link. https://bit.ly/353Oyv6	
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To identify the steps to create their project. 		
Linguistic input:		
<p>Before you start with the final project, I want you to watch to this video and recognize the steps we should follow to make the final project. Listen carefully and make notes if you consider It.</p> <p>[Students watch to the video]</p> <p>Ok, so what is the first thing you have to do?</p>		

[Students answer the question]

Yes, the first step is the brainstorming of ideas.

Attention to Diversity

This task does require of any adjustments for students with specific educational support needs.

Task 3 – Session 2

Name:	Type:	Timing:
Celebrations Brainstorming	Presentation	10 minutes
Class Management:		Materials
Students brainstorm in groups different ideas for their final project.		Paper, pencils or/and pens, board and chalks.
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To identify the name of celebrations. - To negotiate in order to get an agreement. - To express their opinion and preferences regarding plans and celebrations. - To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input:		
Ok, so in this project you are going to organize a celebration. You can plan to celebrate whatever you want. So, the first step is to decide what you are going to celebrate. So in groups, you have to give your opinion about what kind of celebration you think you should celebrate. Remember to use the opinion expressions, 'In my opinion,...' or 'My opinion is...' (The teacher writes these expressions on the board)		
[Students perform the task]		
Attention to Diversity		
This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates.		

Task 4 – Session 2

Name:	Type:	Timing:
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What do we celebrate?	Presentation	25 minutes
<p style="text-align: center;">Class Management:</p> <p>Students listen to the explanation and then, they work in groups to complete the worksheet.</p>		<p style="text-align: center;">Materials</p> <p>Computer, Internet connection, 20 copies of the worksheet in Annex 1 (one per student), and the Infographic example link.</p> <p>https://bit.ly/2Ska4ZW</p>
<p>Aims:</p> <p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> - To identify the different parts of a celebration infographic. - To respect and tolerate their classmates' opinions and comments (transversal aim). 		
<p>Linguistic input:</p> <p>Guys, for this celebration, you are going to make with your group an infographic on Genially. But before you start, I'm going to show you mine. (The teacher shows the infographic on Genially). So I decided that we should celebrate a birthday party where all our birthdays are celebrated together. So, as you see I have a big title and then a hook or sentence that wants to catch your attention, as in adverts.</p> <p>Then, we have the description of the celebration. Can anyone read it?</p> <p>[A student read the description]</p> <p>In the following part, you see that I have explained what activities are going to be done in the party and the time. (The teacher shows the interactive resources of the infographic)</p> <p>Finally, I have added some information that people need to know to come to my party. Do you have any question?</p> <p>[Students answer]</p> <p>So, guys, this is what you have to do for your celebration. I want you to have very clear the things you need to include, so in groups you are going to complete this worksheet, writing the information I have explained so you have it for your final project.</p> <p>[Students perform the task]</p>		
<p>Attention to Diversity</p> <p>This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates.</p>		

Task 5 – Session 2		
Name: Group roles decision	Type: Development	Timing: 15 minutes
Class Management: Students decide in groups on the roles each member is going to take.		Materials 5 copies of Annex 2 (one per group), and 20 copies of Annex 3 (one per student).
Aims: At the end of the session students should be able... <ul style="list-style-type: none"> - To discuss respectfully with their classmates to get an agreement (transversal aim). - To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input: Now, you are going to decide what is your role in the group. You are four people, and each of you will have a different role. So here you have the roles and the tasks that he or she has. (The teacher gives each group a copy of Annex 2) I am going to give you a small card where you have to write your name and your role, and I want you to put it on your T-shirt with these pins. (The teacher gives each student a copy of Annex 3) [Students perform the task]		
Attention to Diversity This task does not require of any adjustment for students with specific educational support needs, as they have the support of their classmates.		

Session 3	
Aims At the end of the session students should be able... <ul style="list-style-type: none"> • To express their preferences in regards to music, in order to build a group sense (routine task). 	Contents <i>Celebrations</i> vocabulary (fireworks, bonfire, firecrackers, candelabra, lifelike statues) Parts of a celebration infographic (title, hook, description, activities timetable, and additional information)

<ul style="list-style-type: none"> • To respect and tolerate their classmates' opinions and comments (transversal aim). • To be tolerant and respectful with cultures' traditions (transversal aim). • To identify vocabulary related to the topic of <i>celebrations</i>. • To understand oral texts about <i>celebrations</i>. • To answer related questions to a celebration's description. • To elaborate a plan for their final project about <i>celebrations</i>. • To identify the different parts of a celebration infographic. • To express their opinion and preferences regarding plans and celebrations. 	
<p>Assessment Criteria</p> <p>At the end of the session students should be able to...</p> <ul style="list-style-type: none"> • Identify at least three items with their pictures of the following: fireworks, bonfire, firecrackers, candelabra, and lifelike statues. • Answer correctly at least five questions related to the listening. • Identify the parts of a <i>celebration</i> infographic. 	
Tasks	Timing
Song of the day	5 minutes
Pre-listening	10 minutes
Listening comprehension	20 minutes
Our celebration's sketch	15 minutes

Task 1 – Session 3		
Name:	Type:	Timing:
Song of the day	Warm-up	5 minutes
Class Management:		Materials
The students get ready for the class individually.		Computer, speakers, Internet connection, and a music app/webpage.
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To express their preferences in regards to music, in order to build a group sense (routine task). - To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input:		
<p>Good morning! How are you doing?</p> <p>Let's start with the Song of the Day while you get ready. Today's turn is <i>student</i>. Tell us briefly which song you have chosen and why, please.</p> <p>[The student answers and we listen to the song]</p> <p>Ok, are you ready to start? Let's go.</p>		
Attention to Diversity		
This task does not require of any adjustments for students with specific educational support needs, as they are free to choose the song they want.		

Task 2 – Session 3		
Name:	Type:	Timing:
Pre-listening	Presentation	10 minutes
Class Management:		Materials
Students complete individually the Quizizz.		Computer, Internet connection, devices, Genially presentation, Quizizz link. https://bit.ly/3gle5GT → Genially https://bit.ly/3x736Gr → Quizizz
Aims:		
At the end of the session students should be able...		

<p>- To identify vocabulary related to the topic of <i>celebrations</i>.</p>
<p>Linguistic input:</p>
<p>(the teacher shows on the screen the summary of the previous session’s contents) Remember what we have seen the previous day. Today we are going to do a listening about a very famous celebration in Spain. But before, let’s see some vocabulary that you need to know. Individually, you have to go into the Quizizz link and complete the questionnaire. [Students perform the task] Ok, let’s review. What is this picture? [Students answer] ... (The teacher asks the same question for each picture on the Genially presentation)</p>
<p>Attention to Diversity</p>
<p>Students are read aloud the Quizizz’s questions and possible answers. Moreover, this questionnaire is very visual, easing its accomplishment. Dealing with the technological skills, they may be used to this tool, as they might have been working with it throughout the school year. The Genially presentation is always read aloud and very visual.</p>

Task 3 – Session 3		
Name:	Type:	Timing:
Listening Comprehension	Development	20 minutes
<p>Class Management:</p> Students listen to the audio individually and answer to the questions in the Form.	<p>Materials</p> Computer, Internet connection, Genially presentation, headphones, and the Google Forms link. https://bit.ly/3gle5GT → Genially https://forms.gle/hVeboxibe2B4Wude6 → Google Form	
<p>Aims:</p> At the end of the session students should be able... <ul style="list-style-type: none"> - To be tolerant and respectful with cultures’ traditions (transversal aim). - To understand oral texts about <i>celebrations</i>. 		

- To answer related questions to a celebration's description.
Linguistic input:
Maybe, after we have seen these words, you now know what celebration we are going to listen to about. I want you to get into the Google Form (the teacher shows on the screen how to get to it). There, you have the link to the audio. You can listen to it as many times as you need. And then, answer the questions of the form. You have 20 minutes to do so. [Students perform the action]
Attention to Diversity
Students are read aloud the question, and the possible answers in case the question is a multiple-choice one. Students can listen individually to the audio as many times as they need. Moreover, they may be used to these tools, as they might have been working with it throughout the school year.

Task 4 – Session 3		
Name:	Type:	Timing:
Our celebration's sketch	Application	15 minutes
Class Management:	Materials	
Students work in groups to elaborate an outline of their final project.	Computer, Internet connection, paper, pencils and/or pens, Genially presentation. https://bit.ly/3gle5GT	
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To discuss respectfully with their classmates to get an agreement (transversal aim). - To respect and tolerate their classmates' opinions and comments (transversal aim). - To elaborate a plan for their final project about <i>celebrations</i>. - To identify the different parts of a celebration infographic. - To express their opinion and preferences regarding plans and celebrations. 		
Linguistic input:		

You are doing a great job! Now, you are going to start with your infographic. Let's remember the parts you need to include (the teacher shows on the screen the Genially slide including this information).

First, you need a title for your celebration. Then a hook, a sentence that catch people's attention, and makes them want to go. Then, the description of the activity. You also have to tell what activities you are going to organize and the time. And finally, include any kind of information you consider important. In groups, I want you to prepare an outline of the infographic.

[Students perform the task]

Attention to Diversity

This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates. In case they have any question, a member of the group has the role of the speaker and they also have an 'assistant' role to help any student.

Session 4

Aims	Contents
<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> • To express their preferences in regards to music, in order to build a group sense (routine task). • To respect and tolerate their classmates' opinions and comments (transversal aim). • To discuss respectfully with their classmates to get an agreement (transversal aim). • To read and understand a text dealing with a celebration. 	<p><i>Celebrations</i> vocabulary (celebration, food and drinks, party, parade, family and friends, presents, music, Halloween, Carnival, Easter, Christmas, graduation, festival, and birthday, fireworks, bonfire, firecrackers, candelabra, lifelike statues)</p> <p>Parts of a celebration infographic (title, hook, description, activities timetable, and additional information)</p>

<ul style="list-style-type: none"> • To answer related questions to the text about celebrations. • To write a description about a celebration. • To identify the different parts of a celebration infographic. • To know how to create an infographic with Genially. • To express their opinion and preferences regarding plans and celebrations. • To plan a party or celebration. 	
Assessment Criteria At the end of the session students should be able to... <ul style="list-style-type: none"> • Write an appropriate introduction of 80-100 words following the given model in previous sessions. • Answer correctly to at least five questions given about the reading. 	
Tasks	Timing
Song of the day	5 minutes
Reading: “Water Lantern Festival”	20 minutes
Writing I: Our celebration’s description	15 minutes
Getting ready on Genially	10 minutes

Task 1 – Session 4		
Name: Song of the day	Type: Warm-up	Timing: 5 minutes
Class Management: The students get ready for the class individually.		Materials Computer, speakers, Internet connection, and a music app/webpage.

Aims:
At the end of the session the students should be able... <ul style="list-style-type: none"> - To express their preferences in regards to music, in order to build a group sense (routine task). - To respect and tolerate their classmates’ opinions and comments (transversal aim).
Linguistic input:
<p>Good morning! How are you doing?</p> <p>Let’s start with the Song of the Day while you get ready. Today’s turn is <i>student</i>. Tell us briefly which song you have chosen and why, please.</p> <p>[The student answers and we listen to the song]</p> <p>Ok, are you ready to start? Let’s go.</p>
Attention to Diversity
<p>This task does not require of any adjustments for students with specific educational support needs, as they are free to choose the song they want.</p>

Task 2 – Session 4		
Name:	Type:	Timing:
Reading: “Water Lantern Festival”	Development	20 minutes
Class Management:	Materials	
Students read individually the text and then work in pairs to complete the questionnaire.	Computer, Internet connection, devices, the reading links, and the Google Form link. https://bit.ly/3vm7noa https://bit.ly/3cEZL9A https://forms.gle/15s5d15Fiv5pRvuL6 → Google Form	
Aims:		
At the end of the session students should be able... <ul style="list-style-type: none"> - To read and understand a text about celebrations. - To answer related questions to the text about celebrations. 		

<ul style="list-style-type: none"> - To respect and tolerate their classmates' opinions and comments (transversal aim).
<p>Linguistic input:</p> <p>Well, yesterday we did a listening about The Fallas in Valencia. Today we are going to read about a different celebration in a different place. You will do it in pairs, so you can help each other. Remember to pay attention to the information that was included in the description of The Fallas yesterday, and now pay attention to the information that is included in the reading, because you may want to do something similar for your final project.</p> <p>So, go into the Google Form (the teacher shows the students how to get to it) and start reading the instructions.</p> <p>(The teacher reads the instructions aloud)</p> <p>Ok, so now read the texts in the links and answer the questions with your partners.</p> <p>[Students perform the task]</p> <p>(The teacher reads the text and the questions aloud to the students with specific educational support needs.)</p>
<p>Attention to Diversity</p> <p>Students are read the questions of the form aloud. Students with specific educational support needs are grouped together, so they can be read the text aloud by the teacher before doing the questionnaire. Moreover, they may be used to this tool, as they might have been working with it throughout the school year.</p>

Task 3 – Session 4		
Name:	Type:	Timing:
Writing I: Our celebration's description	Application	15 minutes
Class Management:	Materials	
Students work in groups to write part of their final project.	Paper, pencils/pens, devices, Internet connection.	
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To write a description about a celebration. - To identify the different parts of a celebration infographic. 		

- To respect and tolerate their classmates' opinions and comments (transversal aim).
- To discuss respectfully with their classmates to get an agreement (transversal aim).
- To express their opinion and preferences regarding plans and celebrations.
- To plan a party or celebration.

Linguistic input:

Okay, you have now seen three different examples of celebrations' descriptions: my example, The Fallas' one, and the reading. Now, you have to do your own. So with your group, start writing the description of your celebration. It has to be from 80 to 100 words and make sure you do write it properly and with the least grammar and spelling mistakes. Don't forget your group roles! You have 15 minutes to do so. You may start...

[Students perform the task]

Attention to Diversity

This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates. In case they have any question, a member of the group has the role of the speaker and they also have an 'assistant' role to help any student.

Task 4 – Session 4

Name:	Type:	Timing:
Getting ready on Genially	Presentation	10 minutes
Class Management:	Materials	
Students follow individually the teacher's instructions.	Computer, Internet connection, devices, Genially link. https://app.genial.ly/dashboard	
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To know how to create an infographic with Genially. 		
Linguistic input:		
It's time to keep working on your final project. But first, we are going to see how to create an infographic with Genially. So get your device, go to the Genially app and sign in.		

[Students perform the task]

For this project, you have to choose a 'blank creation' and there you can choose if you want to create a horizontal or vertical infographic.

(The teacher shows the students on the screen how to do it at the same time she/he is explaining the steps.)

Once you get to the main screen, on the left side you have the different items you can add to your work. You can add a text, and image, icons and shapes, tables and graphs, etc. you can add an interactive element, to give special details or to add a link. You can also insert a recorded audio or a link. You can choose the background style, and at the top of the screen you can choose the letter font, the colors of the items, etc.

If you have any questions, let me know now or as you are working on your project.

Attention to Diversity

This task does not require of any adjustments for students with specific educational support needs. Students are clearly explained the steps to follow, and they may be used to this tool, as they might have been working with it throughout the school year.

Session 5

Aims	Contents
<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> • To express their preferences in regards to music, in order to build a group sense (routine task). • To respect and tolerate their classmates' opinions and comments (transversal aim). • To discuss respectfully with their classmates to get an agreement (transversal aim). • To express their opinion and preferences regarding plans and celebrations. 	<p><i>Celebrations</i> vocabulary (celebration, food and drinks, party, parade, family and friends, presents, music, Halloween, Carnival, Easter, Christmas, graduation, festival, and birthday, fireworks, bonfire, firecrackers, candelabra, lifelike statues)</p> <p>Parts of a celebration infographic (title, hook, description, activities timetable, and additional information)</p> <p>Making suggestions (Why don't we ...?)</p>

<ul style="list-style-type: none"> To plan a party or celebration. 	
Assessment Criteria	
At the end of the session students should be able to...	
<ul style="list-style-type: none"> Give suggestions about plans using the sentence: Why don't we...? Write the activities timetable of their final project. Write the additional information needed for their final project. 	
Tasks	Timing
Song of the day	5 minutes
Saturday Suggestions	15 minutes
Writing II: Activities Timetable	10 minutes
Information Brainstorming	5 minutes
Writing III: Additional Information	10 minutes
Genially Extra-time	5 minutes

Task 1 – Session 5		
Name:	Type:	Timing:
Song of the day	Warm-up	5 minutes
Class Management:		Materials
The students get ready for the class individually.		Computer, speakers, Internet connection, and a music app/webpage.
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> To express their preferences in regards to music, in order to build a group sense (routine task). To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input:		

Good morning! How are you doing?

Let's start with the Song of the Day while you get ready. Today's turn is *student*. Tell us briefly which song you have chosen and why, please.

[The student answers and we listen to the song]

Ok, are you ready to start? Let's go.

Attention to Diversity

This task does not require of any adjustments for students with specific educational support needs, as they are free to choose the song they want.

Task 2 – Session 5

Name:	Type:	Timing:
Saturday Suggestions	Development	15 minutes
Class Management:		Materials
Students work in groups.		5 copies of Annex 4 (1 per group)
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To discuss respectfully with their classmates to get an agreement (transversal aim). - To express their opinion and preferences regarding plans and celebrations. - To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input:		
<p>Today, we are going to start the class doing a role-play or game. You are going to work in groups. Each of you will have a role. You have a set of activities that you are up to do and a set of plans that you don't want to do. You also have several prompts that are numbered and depending on them you have to get an agreement with your classmates.</p> <p>Do you remember how to offer a plan? What kind of sentence can you use?</p> <p>[Students answer]</p> <p>We will use the sentence: Why don't we...? And the rest of the group will agree or disagree.</p> <p>[Students perform the task]</p>		
Attention to Diversity		

This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates. In case they have any question, a member of the group has the role of the speaker, so they can read the prompts provided. Regarding the individual roles of this task, students with special needs are read their information by the teacher, so they can make any written or visual note to ease their understanding.

Task 3 – Session 5		
Name: Writing II: Activities Timetable	Type: Application	Timing: 10 minutes
Class Management: Students work in groups on their final project.		Materials Paper, pencils and/or pens, devices and Internet connection.
Aims: At the end of the session students should be able... <ul style="list-style-type: none"> - To discuss respectfully with their classmates to get an agreement (transversal aim). - To express their opinion and preferences regarding plans and celebrations. - To respect and tolerate their classmates’ opinions and comments (transversal aim). - To plan a party or celebration. - To know how to create an infographic with Genially. 		
Linguistic input: Ok, so you have seen a lot of plans or activities that we can do. I want you now to work on the activities you would like to organize for your celebration. Remember that you have to include the timing and any other relevant detail about the activities, as the place or the duration. [Students perform the task]		
Attention to Diversity This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates. In case they have any question,		

a member of the group has the role of the speaker and they also have an ‘assistant’ role to help any student.

Task 4 – Session 5		
Name: Information Brainstorming	Type: Development	Timing: 5 minutes
Class Management: Students participate in the class discussion.		Materials Board and chalks.
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To respect and tolerate their classmates’ opinions and comments (transversal aim). - To express their opinions and preferences regarding plans and celebrations. 		
Linguistic input:		
In the role play, what was your decision for the fifth prompt?		
[Students answer]		
Ok, so let’s think that our celebration is visiting Hugo. Tell me, what kind of things do we need to know about this activity?		
[Students answer]		
Yes, we need to know where he lives, how can we get there, if we need to bring anything, etc.		
Do you think this information is important?		
[Students answer]		
Yes, I agree. We need to know some details about an event before going.		
Attention to Diversity		
This task does not require of any adjustments for students with specific educational support needs, as it does not imply reading and writing skills, being those the areas that need support.		

Task 5 – Session 5		
Name:	Type: Application	Timing: 10 minutes

Writing III: Additional Information		
<p align="center">Class Management:</p> <p>Students work in groups on their final project.</p>		<p align="center">Materials</p> <p>Paper, pencils and/or pens, devices, and Internet connection.</p>
<p align="center">Aims:</p> <p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> - To discuss respectfully with their classmates to get an agreement (transversal aim). - To express their opinion and preferences regarding plans and celebrations. - To respect and tolerate their classmates' opinions and comments (transversal aim). - To plan a party or celebration. - To know how to create an infographic with Genially. 		
<p align="center">Linguistic input:</p> <p>As you have seen, we need some details about our celebrations that our visitors need to know. I bet you have some of them in mind, so in groups start working on the details that you think should be explained or told. You have 10 minutes to write them down. [Students perform the task]</p>		
<p align="center">Attention to Diversity</p> <p>This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates. In case they have any question, a member of the group has the role of the speaker and they also have an 'assistant' role to help any student.</p>		

Task 6 – Session 5		
<p align="center">Name:</p> <p>Genially Time</p>	<p align="center">Type:</p> <p>Application</p>	<p align="center">Timing:</p> <p>5 minutes</p>
<p align="center">Class Management:</p> <p>Students work in groups on their final project.</p>		<p align="center">Materials</p> <p>Devices and Internet connection.</p>
<p align="center">Aims:</p>		

<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> - To discuss respectfully with their classmates to get an agreement (transversal aim). - To express their opinion and preferences regarding plans and celebrations. - To respect and tolerate their classmates' opinions and comments (transversal aim). - To plan a party or celebration. - To know how to create an infographic with Genially.
<p>Linguistic input:</p>
<p>During these last 5 minutes, you can work on your infographic. Remember that as more original is, more attractive it will be. If you have any question, feel free to ask me.</p>
<p>Attention to Diversity</p>
<p>This task does not need require of any adjustments for students with specific educational support needs, as they have the support of their classmates. In case they have any question, a member of the group has the role of the speaker and they also have an 'assistant' role to help any student. Moreover, they may be used to this tool, as they might have been working with it throughout the school year.</p>

Session 6	
Aims	Contents
<p>At the end of the session students should be able...</p> <ul style="list-style-type: none"> • To express their preferences in regards to music, in order to build a group sense (routine task). • To discuss respectfully with their classmates to get an agreement (transversal aim). • To respect and tolerate their classmates' opinions and comments (transversal aim). 	<p>All the contents developed in the previous sessions.</p>

<ul style="list-style-type: none"> • To express their opinion and preferences regarding plans and celebrations. • To plan a party or celebration. • To know how to create an infographic with Genially. • To explain orally their celebration's plan. 	
Assessment Criteria	
Tasks	Timing
Song of the day	5 minutes
Genially Time	15 minutes
Presentations	25 minutes
Voting Time	5 minutes

Task 1 – Session 6		
Name:	Type:	Timing:
Song of the day	Warm-up	5 minutes
Class Management:	Materials	
The students get ready for the class individually.	Computer, speakers, Internet connection, and a music app/webpage.	
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To express their preferences in regards to music, in order to build a group sense (routine task). - To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input:		
Good morning! How are you doing?		

Let's start with the Song of the Day while you get ready. Today's turn is *student*. Tell us briefly which song you have chosen and why, please.

[The student answers and we listen to the song]

Ok, are you ready to start? Let's go.

Attention to Diversity

This task does not require of any adjustments for students with specific educational support needs, as they are free to choose the song they want.

Task 2 – Session 6

Name:	Type:	Timing:
Genially Time	Application	15 minutes
Class Management:		Materials
The students work in groups on their final project.		Devices and Internet connection.
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To discuss respectfully with their classmates to get an agreement (transversal aim). - To express their opinion and preferences regarding plans and celebrations. - To respect and tolerate their classmates' opinions and comments (transversal aim). - To plan a party or celebration. - To know how to create an infographic with Genially. 		
Linguistic input:		
Today, you are going to show your infographics to your classmates. So, now you have 15 minutes to finish your work and to organize the presentation. This is the last moment to ask me any doubt you may have.		
[Students perform the action]		
Attention to Diversity		
This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates. In case they have any question, a member of the group has the role of the speaker and they also have an 'assistant' role to		

help any student. Moreover, they may be used to this tool, as they might have been working with it throughout the school year.

Task 3 – Session 6		
Name: Presentations	Type: Application	Timing: 25 minutes (5 minutes per group)
Class Management: Students present their infographic and an explanation of it in groups.		Materials Computer and Internet connection.
Aims:		
At the end of the session students should be able...		
<ul style="list-style-type: none"> - To explain orally their celebration's plan. - To respect and tolerate their classmates' opinions and comments (transversal aim). 		
Linguistic input:		
You have already made some excellent infographics. Now, you are going to show them to your classmates.		
So, who wants to start? [Students answer] Nobody? Ok, let's start with group number 1.		
[Group 1 performs]		
(Same structure is repeated with all the groups)		
Attention to Diversity		
This task does not require of any adjustments for students with specific educational support needs, as they have the support of their classmates. Moreover, students have previously decided what each student is going to say during the presentation.		

Task 4 – Session 6		
Name: Voting Time	Type: Application	Timing: 5 minutes
Class Management: Students vote individually for their favorite celebration.		Materials Devices and Internet connection.

Aims:
At the end of the session students should be able... - To respect and tolerate their classmates' opinions and comments (transversal aim).
Linguistic input:
Great! I bet you want to go to all the celebrations. Me too! To finish this unit, I want you to write on a paper which celebration is your favorite. Then, we will see who wins. You all did a great job! [Students perform the task]
Attention to Diversity
This task does not require of any adjustments for students with specific educational support needs, as they are free to choose the idea they most like.

3.6.ASSESSMENT

The evaluation in the Project-based approach learning process is a controversial and difficult task. As Carrillo & Cascales (2020) state, this methodology implies that students are not only going to acquire and learn theoretical contents, but they are also going to develop skills, abilities and competences that make them apply these contents in situations similar to real life. Therefore, the traditional evaluation carried out through an only test or exam and that only considers what students can memorize is not appropriate for this learning approach. Students need to take into account every aspect that is implied in the whole process, and not only the final answer or solution (Carrillo & Cascales, 2020). In fact, each student or group of students will give a different possible answer to the same question or prompt. Therefore, the evaluation is not assessing the correctness of the answer anymore, but the appropriateness and quality of this answer. In this sense, evaluation becomes trickier and risks to be subjective.

In order to avoid this subjectivity, rubrics are of a great help. It does not only help teachers to be subjective, but also students as they know clearly what the teacher expects from their work. That is why it is very important that they have these rubrics since the project starts. It contributes to this formative evaluation that the Project and Task-based approaches seek, as they receive comments and a constructive feedback, in addition to the numerical mark. Furthermore, this objective evaluation should also be accompanied by an auto evaluation and by a peer-evaluation, so the teacher can reflect on his/her evaluation and will make students

feel aware of their own progress. The peer evaluation will be carried out in this lesson plan through an anonymous voting, in which students will chose their favorite infographic.

In the suggested student-centered environment of this lesson plan, students are part of their own learning process, and therefore they need to be part of the assessment process. It contributes to their autonomy and to their self-esteem. The continuous feedback is essential for their development and for the successful performance of the final task. It will also encourage them to improve and to be confident of themselves, as they clearly know what they are expected to do.

For this lesson plan, the students were asked to create an infographic about a celebration. This task will be assessed through the following rubric³, which will be shown to the students since the very beginning of the project:

Mark	5	4	3	2	1
Criteria					
Content	I fulfill the requirements of the task using creativity and innovation.	I fulfill the requirements of the task.	I fulfill some requirements of the task.	I fulfill just a few requirements, not completely answering the prompt.	I do not fulfill the requirements of the task.
Organization	Content is well organized and information is logically divided.	Content is generally organized and information is generally logically divided.	Content and information are sometimes illogically organized.	Content organization is confusing and information is somewhat illogically divided.	Content is poorly organized and information is illogically divided.
Grammar Spelling	I use all the verbs in the correct way. I do not have any spelling mistake.	I use almost all the verbs in the correct way and/or I just have 1 or 2 spelling mistakes.	I have few spelling and/or grammar mistakes.	I have frequent mistakes in grammar and/or spelling rules.	I have a lot of mistakes.
Creativity	My work is original, colorful and it has	My work is original, but I have not used many	My work is OK, with no innovations, as colors,	My work needs improvement.	My work is not creative.

³ This rubric is based on some rubrics found in www.teacherspayteachers.com and in www.rcampus.com

	pictures. I have used interactive resources.	innovations, as colors, pictures, or interactive resources.	pictures, or interactive resources.		
Oral Presentation	I speak confidently, and with no more incorrect grammar than a native speaker would.	I speak confidently and with very few incorrect grammar.	I hesitate several times and occasionally use inappropriate verb tenses.	I hesitate a lot and I make frequent use of inappropriate verb tenses. However, I manage to communicate the information.	I hesitate a lot and I make frequent use of inappropriate verb tenses. I don't communicate the information.

However, as this task only includes writing and speaking skills, it will be the 70% of the final grade. The 30% left will be evaluated through the listening and reading Google Forms carried out in the lesson, being a 15% of the final grade listening and another 15% the reading task.

Regarding the self-evaluation, students will complete at the end of the lesson the following questionnaire⁴:

Criteria	Strongly Agree	Agree	Somewhat Agree	Disagree
I completed the work that was assigned to me with excellence. My contributions to the assignment reflect my best effort.				
I contributed ideas to my group. I was an active member of my group.				
I listened to and respected the ideas of the other members of my group.				

⁴ This questionnaire has been taken from the website www.teacherspayteachers.com

I positively encouraged the other members of my group.				
I was flexible and willing to learn from the other members of my group.				
I did my work without taking over the project.				
I took initiative when needed without being overly bossy.				
I was a problem-solver. I helped my group solve problems.				
I feel that I have done my fair share of the work.				
I supported my group members when they needed help.				

4. Conclusion

The 2030 Agenda proposed in 2015 the basic principle that any social aggrupation should include: equality. The educational system, therefore, as a group of citizens has to promote equality in the classrooms. As Escandell (2004) stated, the ‘norm’ includes fewer and fewer individuals, and it is for them that lessons, exams, and the instructional process are usually prepared. The educational goal of this plan of action and, consequently, the LOMLOE’s main objective is to create an inclusive education, in which lessons, exams, and the instructional process are built on the needs of every student. Moreover, especially since the current pandemic began, the ICTs have implied a great change and challenge for the educational system. They have become a means more than a tool in teacher-student communication and instruction. For this reason, nowadays it is essential that the ICTs are part of the process, and both students and teachers should be familiarized with them. Finally, as members of a globalized world, in which several and different cultures cohabit, students must learn how to deal with intercultural situations using the target language, and not only to memorize the grammatical characteristics of that language as traditional methodologies have encouraged. For this reason, some schools as the BITS schools have implemented a new didactic methodology in which bilingualism, the

ICTs and inclusion are combined. Considering these schools as the best way of joining the aforementioned three key elements, the present study has accomplished to offer a proposal that fits in the curricula of any secondary school that wants to follow this methodology.

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6. Annex

ANNEX 1



NAME:

GROUP NUMBER:

DATE:

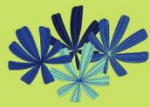
What do we have to create for this project?

What tools can we use?

What information do we have to include?

Extra information: deadline, how to hand it in?, what happens after we are done?

ANNEX 2



GROUP ROLES:



Speaker: to communicate the teacher the group's questions or comments.

Controller: to manage time, noise and cleanliness.

Secretary: to remind the required tasks and to control the development of the project.

Coordinator: to organise each member's tasks.

Assistant: to help every group member with any difficulty.

ANNEX 3

Name:

Role:

WHAT DO WE CELEBRATE?

ANNEX 4



MAKING SUGGESTIONS

Saturday Suggestions

✂

1. It's a lovely Saturday afternoon. You are all bored at home.
Suggest somewhere to go.
2. You go outside and it starts to rain, so you go back inside.
Suggest something to do at home.
3. You've been at home for an hour. The rain has passed and the sun is coming back out.
Suggest a sport to play outside.
4. You've been playing sport for a while. Now, you are all getting hungry.
Suggest something to eat.
5. The food was delicious. It's only 6 p.m.
Suggest visiting someone.

Student A		Student B	
<p>You want to...</p> <ul style="list-style-type: none"> play volleyball eat Indian food visit Chloe go to the mall play board games go to the beach eat Japanese food play tennis visit Hugo listen to music eat Chinese food play video games visit Ethan and Lucas play badminton go to the park 	<p>You don't want to...</p> <ul style="list-style-type: none"> play golf go to the swimming pool visit Julia and Cora take selfies watch TV eat Mexican food visit Oscar eat Thai food go to a cafe play baseball 	<p>You want to...</p> <ul style="list-style-type: none"> eat fast food play football visit Mathias watch TV play badminton visit Amelia go to the gym play cards eat French food go to the park play video games visit Hugo go to the zoo eat Japanese food play cricket 	<p>You don't want to...</p> <ul style="list-style-type: none"> eat Italian food play volleyball watch a film visit Chloe go to the mall do some housework eat Vietnamese food visit Diego go to a museum play basketball
Student C		Student D	
<p>You want to...</p> <ul style="list-style-type: none"> play basketball eat Thai food visit Julia and Cora go to the library eat Vietnamese food play baseball do some housework visit Diego play video games eat Japanese food go to the swimming pool take selfies visit Hugo go to the park play badminton 	<p>You don't want to...</p> <ul style="list-style-type: none"> paint pictures go to the beach eat Chinese food visit Mathias play cricket go to the gym eat fast food play squash visit Anna play board games 	<p>You want to...</p> <ul style="list-style-type: none"> go to a cafe eat Italian food visit Anna play golf go to a museum watch a film play squash eat Mexican food visit Oscar play badminton play video games eat Japanese food go to the park visit Hugo paint pictures 	<p>You don't want to...</p> <ul style="list-style-type: none"> eat French food play cards visit Amelia go to the zoo listen to music play tennis visit Ethan and Lucas eat Indian food go to the library play football