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**Units of work within vulnerable socio-
educative settings: a practical approach**

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ABSTRACT

This Master's Thesis presents a Teaching Unit proposal for the subject of English, which is developed in the second year of Compulsory Secondary Education around a vulnerable socio-educative setting.

The work is structured in two parts. The first one is devoted to the theoretical basis, taking into account the European determinations regarding language teaching, the theories of second language acquisition and the communicative approach. The second part deals with the methodological aspects, as well as the temporal and normative features that frame the Teaching Unit, together with the explanation of both the sessions and the activities. Finally, a series of final inferences are made, emphasizing the relevance of English language teaching within vulnerable socio-educative environments through the elaboration of communicative tasks that prioritize the development of communicative skills in a foreign language.

Key words: Teaching Unit, English teaching, Compulsory Secondary Education, Vulnerable socio-educative setting.

RESUMEN

En este Trabajo de Fin de Máster se presenta la realización de una propuesta de Unidad Didáctica para la enseñanza del Inglés, desarrollada en un curso de 2º de la ESO y en un contexto socioeducativo vulnerable.

El trabajo se estructura en dos partes. La primera está dedicada a la fundamentación teórica, teniendo en cuenta las determinaciones europeas sobre la enseñanza de idiomas, las teorías de adquisición de segundas lenguas y el enfoque comunicativo. La segunda parte aborda los aspectos metodológicos, así como las características temporales y legislativas que enmarcan la Unidad Didáctica, junto con la explicación de las sesiones y las actividades pertinentes. Por último, se realizan una serie de consideraciones finales, destacando especialmente la enseñanza de la lengua inglesa en contextos socioeducativos vulnerables a través de la elaboración de tareas comunicativas que priorizan el desarrollo de las habilidades comunicativas en lengua extranjera.

Palabras clave: Unidad didáctica, Enseñanza del Inglés, Educación Secundaria Obligatoria, Contexto socioeducativo vulnerable.

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1. INTRODUCTION

In recent years, diversity in education has become more and more relevant within our society. We are aware of the variety of educational and cultural needs which can be found in classrooms due to educational vulnerability and, as a result, schools must adapt to the situation in order to be able to provide the best response. On this matter, schools are centres of education in values and personal growth, and all the professionals who work in them cooperate and strive to address obstacles that hinder quality education.

These educational obstacles are also reflected in the teaching of English, especially within this kind of vulnerable socio-educative setting. It is often a challenge for the teacher to get students interested in the subject. Generally, there is a strong reluctance to learn second languages by this type of learners because they believe they are unable to make progress in the development of their competences or because they themselves look for the existence of their own obstacles, such as the lack of knowledge within the language of instruction.

In short, there are many aspects to be taken into account when planning language teaching inside the classroom, not only at the level of content, but also at the situational level in which we find ourselves; attention to diversity is of paramount importance nowadays, and, within English teaching, it is the expert's duty to consider all the possible variables in order to achieve an effective and quality education.

1.1. JUSTIFICATION

Nowadays, schools are increasingly aware of the need to adapt their methodology to the situations of their students outside school. Socio-educative vulnerability is growing and every individual has the right to be properly attended to.

As we know, the greatest cause of educational vulnerability is poverty; unfortunately, it is a social problem which provokes inequality at a high level and which is present in today's

society. As a result, more and more schools are assuming the duty to accommodate within their walls all those who need it, providing them with quality education regardless of variables such as the social or cultural level. For many children, the time at school is sometimes their means of escape; consequently, schools work hard to adapt and attract the attention of their students, to learn and to encourage them to achieve a better life.

There are many subjects taught in each year of Secondary Education, but one in which most pupils have difficulty is English as a Foreign Language. It is true that languages have been taught using traditional methods which follow a very marked teaching structure. For this reason, it is necessary to change the mentality of the pupil and the teacher, and to make them understand that the teaching of second languages has to be carried out following a more active and functional methodology in order to achieve the full communicative development of the child.

All things considered, this work deals with the teaching of English in socio-educative settings, with the aim of elaborating a practical approach—in the form of a Teaching Unit—that adapts to the educational, cultural and social needs of the student in the classroom.

1.2. OBJECTIVES

On the basis of the above considerations, this paper considers it necessary to set out the following objectives:

- To gather a theoretical review on the teaching of English in socio-educative settings, in terms of linguistic and educational policies.
- To characterize a concrete school setting and justify the appropriate curricular and methodological decisions for the elaboration of a Teaching Unit.
- To elaborate a Teaching Unit—based on the task-based approach—for the teaching of English in the second year of Secondary Education.

- To provide key elements that are fundamental when implementing a proposal in the second year classroom of Secondary Education, and to ensure its proper functioning.

- To make inferences about how to articulate effective English teaching in classrooms with students in a situation of socio-educative vulnerability, in order to teach English in schools considered as '2030'.

2. THEORETICAL FRAMEWORK

In order to theoretically underpin the object of study we are concerned with, we must first briefly refer to the European guidelines about the teaching of languages. Secondly, it is appropriate to have a look at the theoretical bases that support the teaching of foreign languages. Last but not least, it is necessary to give a wide description of the so-called *2030 school programs*, including their main characteristics and regulations, as the practical approach for this work is framed within a vulnerable socio-educative setting.

2.1. EUROPEAN DETERMINATIONS IN LANGUAGE TEACHING

In order to start exploring the issue of foreign language teaching, we must refer to the general guidelines that are set out for all the states that make up the European Union. To do so, we have to take into account the well-known “Common European Framework of Reference for Languages: Learning, teaching, assessment” (Council of Europe, 2001, 2020) (onwards, CEFR). This international framework defines the linguistic competence and communicative skills of learners through a scale of levels, with the purpose of guaranteeing educational and linguistic quality. In other words, its main objective is to promote the quality of language education and the development of multicultural and multilingual citizens in Europe. In this respect, there are various authors who point out two fundamental objectives pursued by this plurilingual and pluricultural education: first of all, to enable the acquisition of linguistic and intercultural skills, so that each learner can create his or her own collection of useful resources for future interaction; the second objective is to promote the development of pupils' personal potential, with an emphasis on respect and acceptance of linguistic and cultural diversity (Beacco, Byram, Cavalli et al., 2016).

Another aspect to be taken into account is that, in order for the individual to be able to cooperate actively with the society around him/her, he/she will need to acquire new competences through continuous learning and interaction. Over the years, language teaching has undergone a methodological change, involving a more active attitude on the part of the learner in terms of socio-cultural interaction.

An “action-oriented” approach is proposed which, according to the CEFR (Council of Europe, 2001), conceives language learners as “social agents” who participate in society within a particular context which is not necessarily linguistic. Nonetheless, language learning and language use involve actions which are carried out by social agents who do need linguistic and communicative competences, which could be defined as the communication skills that allow the learner to perform an action in different contexts in order to take part in linguistic activities, such as the comprehension and production of texts in relation to specific topics. This way, learners themselves activate those strategies which seem to be most appropriate for accomplishing these particular tasks and for modifying their competences. We understand then this new “action-oriented” approach to be based on the pedagogical line of social constructivism. (Castorina, Ferreiro, de Oliveira & Lerner, 1996).

According to Domínguez and Fiocchini (2004), when it comes to language teaching and learning, schools have the following commitments to assume:

- Adopt policies that enable linguistic diversity.
- Students should learn 2 foreign languages in addition to their own.
- Conditions for the issuing of accredited certificates must be created.
- The different language needs of citizens must be covered.
- More students should become competent users of the languages they have learned.

The knowledge of languages is, therefore, a need that every individual possesses; as a result, the educative administrations must take them on board in a consistent manner.

2.2. THEORETICAL BASIS FOR ENGLISH LANGUAGE TEACHING

In this section, some of the general aspects of the subject we are working with will be developed in order to establish a theoretical corpus to support the proposal which will be described later on. These particular features are divided into: theories of second language acquisition; communicative language activities; the communicative approach; and the task-based approach.

2.2.1. Theories of second language acquisition

A second language (L2) is a language that an individual acquires after having mastered his or her mother tongue (L1). According to Krashen (1981), this process takes place in a continuous and natural way; the language an individual produces is the result of his or her language acquisition process.

The American linguist developed five different hypothesis which explain the acquisition and/or appropriation of a second language L2:

- The Acquisition-Learning hypothesis:

There are two different processes for the development of second language performance: acquiring and learning a language. On the one hand, in the words of Schütz (2007, p. 2), “the 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language”; this requires meaningful interaction by the individual within the target language, in which speakers are concentrated not in the form of their utterances, but in the communicative act. On the other hand, “the 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules” (Schütz, 2007, p. 2); that is to say, it focuses on the form of the language rather than the interaction process.

- The Monitor hypothesis:

This hypothesis explains the relationship between the acquisition and the learning processes and defines the influence of the latter on the former. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. In other words, acquisition is responsible for fluency and the ability to use an L2 comfortably, whereas conscious learning is used to make corrections

before producing a message orally; for an individual to be able to make these adjustments, three conditions must be met: time, so that the individual is able to use certain rules; a focus on form, that is to say, thinking about the accuracy of the correction; and knowledge of the norm.

In short, acquisition allows the ability to express oneself fluently, but learning is responsible for correcting the acquired errors by checking them against the rules.

- The Natural Order hypothesis:

This hypothesis is linked to language acquisition, not language learning. The author argues acquisition follows a predetermined or ‘natural’ order. That is to say, some grammatical structures tend to be acquired before than others, but this order is not followed in the same way when acquiring a mother tongue as when acquiring an L2. It is worth noting that Krashen also points out that “the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.” (Schütz, 2007, p. 3)

- The Input hypothesis:

As in the previous case, the Input ‘theory’ is also concerned only with ‘acquisition’, not ‘learning’. In other terms, this hypothesis is Krashen’s explanation of how second language acquisition takes place. At this point, it is of utter importance to highlight that Chomsky had previously argued the existence of a capacity —the so-called language acquisition device (LAD)— through which children processed their own linguistic data from the input to which they were exposed; when a child begins to speak, he or she is putting into practice all the linguistic and grammatical structures that have been acquired during the process of natural development.

This hypothesis postulates that people acquire language by means of the well-known input +1 ($i+1$), that is to say, through the understanding of linguistic structures that go a little

beyond those that the individual already possesses; structures are acquired by understanding the message in question, not by analysing its form. Consequently, making the input understandable to learners is essential; this explains why an individual can come to understand unknown structures that are embedded in a given context. In these situations, speech emerges without being learned; as a result, it is not formally correct at first.

In order to make the “+1” comprehensible, context must be provided to the input offered; this context ranges from visual support to gestures and conversational adjustments (tonal and prosodic variations, emphases, silences, pauses, paraphrases, etc.).

- The Affective Filter hypothesis:

This hypothesis deals with the role of affect, motivation and other variables in L2 acquisition. According to the author, there are some variables such as anxiety, demotivation or low self-esteem which block the learner and impede acquisition; these negative variables will not allow the entrance of correct linguistic input and, consequently, understanding will not be achieved. On the other hand, if there are positive variables such as a good classroom atmosphere or a non-authoritarian teaching role, the affective filter is low and allows the input to be received, thus favouring the acquisition of that L2. In short, Krashen claims that “learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition” (Schütz, 2007, p. 3).

2.2.2. The communicative approach

It is known that language teaching has evolved throughout history. Originally, the teaching of other languages was carried out erroneously (Beghadid, 2013), until different methodological trends emerged and changed according to the needs of every moment. As a result, a methodological revolution began, from which the direct and audio-lingual methods emerged.

From the 1970s onwards, the communicative approach started to be the most widely used approach for language teaching. According to Kaliska (2016), this type of approach focuses primarily on real-life acts of communication within a given context or topic. This major step leaves behind the characteristics of learning that sustained the behaviourist current of direct and audio-lingual methods, in order to follow those supported by constructivism.

In another vein, Hymes (1972) emphasized not only on the knowledge of grammatical structures but also on the function and social context of language use; the communicative approach supports the contextualization of the communicative act over and above perfect knowledge of grammar-related aspects, hence the development of communicative competence inevitably implies grammatical and pronunciation errors. As a matter of fact, these errors are essential in this progress (Savignon, 2018).

Nowadays, the main aim is to integrate all five communicative skills into the teaching of a second language; according to the CEFR (Council of Europe, 2001, 2020), these skills correspond to the following:

- Reading comprehension: in order to correctly understand a written text, it is required both the decoding and linguistic understanding of the message, as well as its interpretation and personal evaluation; this communicative skill is told to be “one of the most relevant psychological tools in the learning and teaching process” (Gutierrez-Braojos & Salmerón Pérez, 2012, p. 184).
- Listening comprehension: it is defined as the interpretation of spoken discourse in which the active participation of the individual is also required and allows an interaction between speaker and receiver; listening occurs for specific purposes depending on the context in which the communicative act takes place.
- Interaction: interaction activities are usually referred to as those that take place orally face-to-face and in real time, although written interaction can also occur. Negotiation

between speaker and receiver is therefore crucial, following the principle of cooperation for the construction of a conversation or written text between the two; they both develop a series of linguistic processes of expression and comprehension in order to exchange information effectively.

- Written production: the ability to produce written language with clarity and fluency, according to a correct style; this communicative skill not only deals with verbal language, but also works on non-verbal aspects to which learners are accustomed in the classroom.
- Oral production: the ability to produce oral discourse; this ability of the individual involves the mastery of various linguistic and socio-cultural resources.

2.2.3 Communicative language activities

Promoting communication in the classroom and fostering foreign language acquisition requires the teacher to propose communicative activities, rather than purely grammatical ones. The CEFR (Council of Europe, 2001) defines communicative language activities as those tasks which are carried out in a variety of interaction situations, within a social context, using natural language in order to achieve a given objective.

In order to fully understand the different communicative skills from the previous section, we must refer to the main communicative language activities and strategies. The CEFR (section 4.4) sets out four groups of communicative language activities and strategies (figure 1 below):

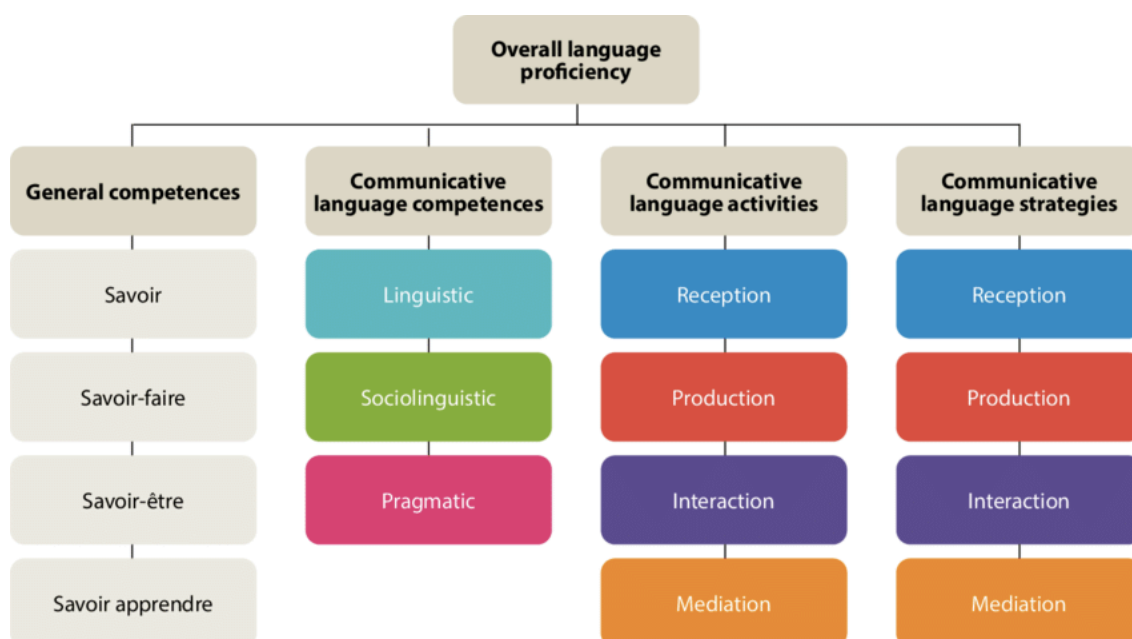


Figure 1. The structure of the CEFR descriptive scheme (Council of Europe, 2020, p. 32)

A. Reception activities and strategies

These are related to listening and reading skills. Some of the activities linked to the listening comprehension are listening to radio programs, informative announcements or lectures, while those linked to reading comprehension include interpreting an instruction manual, articles or novels. In the case of audiovisual comprehension, in which the individual receives information through two different channels simultaneously, it is recommended to watch films with subtitles or read texts aloud.

B. Production activities and strategies

Production strategies are those which involve speaking or writing and require oral and written skills.

These strategies are used by individuals in both academic and non-academic situations. Some of the speaking activities planned by the CEFR contain different situations such as

giving instructions or specific information out loud to an audience. Writing production, on the other hand, includes activities such as writing correspondence (both personal and professional), articles, notes or completing questionnaires.

C. Interaction activities and strategies

Interaction involves the creation of a conversation or text through the negotiation between speaker and receiver; in this process, it is necessary the development of both reception and production activities in order to achieve specific goals. This cooperation between speaker and receiver can take place in oral or written form, hence interaction is considered a bidirectional communicative process.

Some of the activities proposed by the CEFR for oral interaction are casual conversation, a debate or an interview, while written interaction can be implemented by carrying out activities such as exchanging notes or keeping correspondence.

D. Mediation activities and strategies

Mediation is a process of interpretation between speakers who share the same language or have different languages. It may occur within situations where one of the speakers does not understand the message and he/she has to clarify or summarize the information to the receiver.

The activities proposed by the CEFR in relation to mediation are those that involve the development of the language activities described previously. Moreover, they are not exclusive to the academic context, but can also occur in everyday situations.

In another vein, there are some examples of common *classroom activities* (Richards, 2006) through which communicative language activities could be ‘categorized’:

- Information-gap activities: this is a technique used to encourage communication between students. The lack of information prevents the completion of the task, so students must carry out verbal exchanges with each other to find the missing information.

- Jigsaw activities: they are based on a cooperative learning method in which the content is divided into several parts. Each member of the group is responsible for a piece of work and then shares it with the rest of the group.

- Task-completion activities (games, puzzles): these activities focus on the use of each student's own language to complete a task.

- Information-transfer activities (picture dictation): the teacher or one of the students describes a picture which has to be drawn by the rest while following their partner's indications.

- Role-playing activities: these consist in the representation of usually real-life situations by one or several members of a group who have been assigned different roles.

- Group work activities (writing as a process): the purpose of these activities is to encourage cooperation between students in order to creatively achieve a goal: to write a story, by following some previous steps such as prewriting, planning, drafting, revising and publishing.

2.2.4. The task-based approach

The so-called task-based approach is an evolutionary movement within the communicative approach to foreign language teaching (Estaire, 2007). It is a teaching method which aims at a real use of the language, encouraging students' motivation and favouring their active learning (Lorenzo, 2006). Therefore, the relevance of this task-based approach lies in the fact that it is compatible with the communicative approach, thus encouraging natural language acquisition.

The task-based approach is an approach that follows a sequential organization of tasks which are built around a given theme and related to each other, in order to elaborate a final task that encompasses each of the tasks carried out previously. This final task will be the closure of a Teaching Unit in which students will use all the resources they have acquired throughout the process (Estaire, 2007).

As a result, all the elements that characterize a Teaching Unit —objectives, contents, resources and timing— will depend on the choice of the topic or final task to be carried out. The structure of the task-based approach is shown in Figure 1:

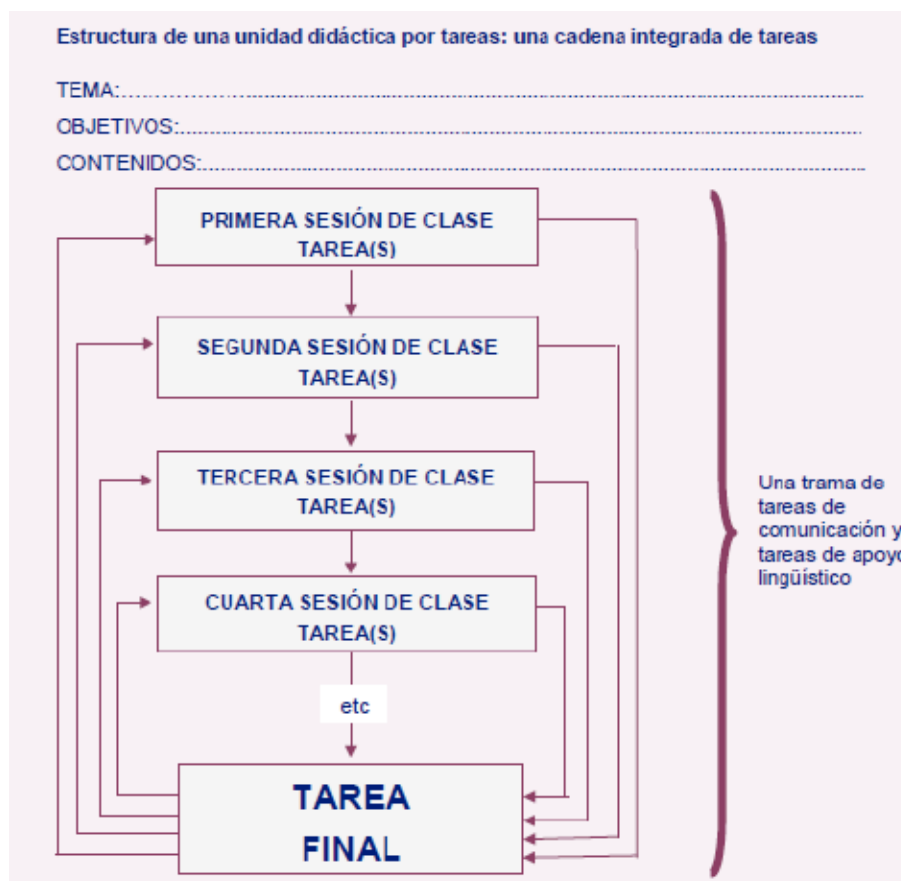


Figure 2. Structure of a Teaching Unit following a task-based approach (Estaire, 2007, p.3)

It is of utter importance to note that, within this context, tasks are understood as those everyday activities in which we need to use language to achieve a specific goal; these same tasks are then transferred to the classroom in order to achieve a particular objective. According to Estaire (2007), in order to transfer these everyday activities into the classroom,

they should be divided into two types: communication and linguistic support. Communication tasks involve all learners and place importance on the meaning of what is to be expressed, rather than on the accuracy of what is expressed. On the contrary, linguistic support tasks focus on the formal aspects of a language and aim at learning the correct use of linguistic aspects so that the learner can subsequently achieve optimal communication. Within a Teaching Unit, both types of tasks are progressively interspersed in order to achieve a final task.

2.3. TEACHING ENGLISH WITHIN VULNERABLE SOCIO-EDUCATIVE SETTINGS. THE 2030 PROGRAMS

Díaz López, & Pinto Loria (2017) define the concept of educational vulnerability as “those individuals experiencing a number of marked difficulties throughout their school career that prevent them from capitalizing on curriculum and teaching in the classroom” (p. 46).

In today's society, schools must adapt and be prepared to include all types of learners and enhance the personal development of each student. This fact makes it necessary to develop a program that favours inclusion and guarantees quality education for those who are at risk of social and educational exclusion. In 2018, the ORDEN EDU/939/2018, de 31 de agosto, was published in the Boletín Oficial de Castilla y León; this regulates the “2030 Program” in order to support inclusive quality education through the prevention and elimination of school segregation due to socio-educational vulnerability. This document seeks to take measures at both individual and school levels that are immersed in unfavourable contexts. In order for a school to be considered as “2030”, a minimum of requirements must be fulfilled in accordance with the regulations of the Consejería de Educación. The main measures governing this type of centre are the reduction of the number of students per classroom and the adjustment of the educational curriculum, as well as the adaptation of resources (Consejería de Educación, 2018).

Focusing on the teaching of English in this kind of contexts, it is precise to establish specific guidelines to be taken into account in the classroom.

As it has been indicated above, this type of centres require a more flexible curriculum in order to achieve a more effective and quality education. Cultural diversity within the school is one of the fundamental reasons why such flexibility is required in order to achieve greater attention to diversity. In order to achieve this, the development of adapted materials is of paramount importance when teaching a L2; these resources must be developed with a clear understanding of the objectives to be achieved and taking into account the needs of the group. As it has been expressed in previous sections, the teaching of English must be contextualized and based on real-life situations.

Consequently, the materials should also follow this function. Learners will achieve a better understanding of the language if the resources are authentic and based on what they can observe and manipulate. In situations where comprehension becomes harder, the use of images and gestures is often very supportive. For this reason, it is important to prioritize the listening skills within these contexts. If the learner is not able to reach oral comprehension, it will be even more difficult for him/her to develop the rest of the communicative skills.

One of the methods that is appropriate for teaching English within the classroom is the so-called Total Physical Response (TPR). According to Asher (1969), this method accelerates the comprehension of a language through the application of a series of activities that involve physical responses from learners. This technique is really useful for second language teaching in all kinds of contexts, but it is even more useful in vulnerable educational environments in which, as it has been already indicated, the development of oral comprehension and the promotion of motivation must prevail.

Nevertheless, all these guidelines will not be effective without fostering a positive climate within the classroom. Considering Krashen's affective filter hypothesis (1981) explained previously, if the learner does not manage to remove the barriers which prevent the understanding of the foreign language, he/she will not be able to achieve the objectives. As a

result, a comfortable atmosphere which allows communication between teacher and peers, which pays attention to the interests and needs of the group and which has no emotional barriers is essential in order to achieve a positive teaching-learning.

3. METHODOLOGICAL FRAMEWORK

The methodological aspects related to the proposed Teaching Unit are set out below. This part explains the normative characteristics that regulate the proposal, the context in which it has been carried out —both at school and classroom level— and the reasons for intervention, taking into account the type of students at whom it is aimed, in accordance with the theoretical aspects which have been already developed. The articulation of the Teaching Unit is then presented in terms of its organization by sessions and the basic curricular aspects.

3.1. CONTEXTUALIZATION AND JUSTIFICATION OF THE PROPOSAL

This Teaching Unit is a teaching proposal to be carried out in a public high school located in a neighbourhood with a medium-low socio-cultural level within the city of Valladolid. This school is a sign of identity of the great diversity of cultures that make up our current society; besides, it is attended by families of different ethnic and cultural backgrounds, what enriches the education of both students and teachers.

The families have a medium-low socio-economic and socio-cultural level. Among the students, we find children of foreign origin and gypsy ethnicity, who have generally been exposed to socio-educational vulnerability and with scarce resources.

This high school is immersed in the aforementioned “2030 Program”, published in the Boletín Oficial de Castilla y León by means of the ORDEN EDU/939/2018, de 31 de agosto; as it has been mentioned previously, this regulates the “2030 Program” to promote inclusive quality education through the prevention and elimination of school segregation due to socio-educational vulnerability. This fact is the reason why the school curriculum has been made more flexible, taking into account the needs of the students and with the aim of achieving an effective education. Nonetheless, all students who attend the classroom must acquire certain minimum contents which are set out in the Real Decreto 1105/2014, de 26 de diciembre, which establishes the basic curriculum of Compulsory Secondary Education and Bachelor.

One of the most common phenomena faced by this academic centre is school absenteeism; this makes it very difficult for teachers to carry out their work in the classroom. This didactic proposal has been carried out in the 2nd year of secondary school with 24 students of which approximately 70% of them attend on a regular basis. At the same time, the classroom is a clear example of cultural and social diversity, as we can find students of different nationalities, ethnicities and cultures, what has greatly enriched the implementation of the project. On the other hand, this has sometimes been a challenge due to the general lack of knowledge of the English language.

It is worth noting the low curricular level of the group, which is below the normative level they should have in the 2nd year of secondary school; this fact has to be taken into account when planning the Teaching Unit. On the other hand, it should also be noted that the contents, assessable learning standards and assessment criteria selected for the proposal are those established by the Real Decreto 1105/2014, de 26 de diciembre, which establishes the basic curriculum of Compulsory Secondary Education and Bachelor.

Like the curricular level, motivation and interest in learning and attending school are very poor. The lack of effort and encouragement can be observed in most subjects, especially in the English classroom, as the students' own perceptions point to the fact that they do not understand the language and it is not useful. The task of English teachers is therefore crucial to make the English language an attractive and enjoyable subject for them, as well as encouraging a change in their thinking and making them understand that essential for international communication and for their future.

Organization

With regard to the organization of the time and space of the proposal, fortunately they have not been altered by the global pandemic situation, so the physical organization of the classroom does not require a specific arrangement. For this reason, the tables are disposed in a semicircle in order to favour group work; students will work together in small heterogeneous groups. If necessary, the final task and the rest of the activities can be adapted

to learners with special needs; the objectives, the lesson contents and the assessment criteria would also be modified accordingly. All students will be encouraged to take part in their learning. The fact that students have different rhythms of learning will be respected and the sequencing of the activities can also be adapted according to the students' needs.

Teaching hours

In what refers to time, the Teaching Unit is divided into 8 sessions, each of which has the same duration as a normal lesson (50 minutes). If we take into account that 3 hours of English are taught per week, this Unit would last for approximately 3 weeks.

Type of syllabus

For the implementation of this Teaching Unit, a procedural syllabus has been chosen. This particular kind of syllabus stands out for being centered around a final task to be carried out at the end of the proposal; all the activities, as well as the sessions themselves seek to prepare the students towards the final task. As a result, the latter is both worked on and elaborated throughout each of the sessions. The activities proposed are not focused on specific grammar issues, but rather on the improvement of communicative skills and language learning.

Key competences

Throughout this Teaching Unit, students will develop the following competences: the linguistic competence; the digital competence; the personal, social and learning-to-learn competence; and the competence in cultural awareness and expression. It should be noted at this point that the last two competences are a key element in this Teaching Unit due to the following facts: students will work in small groups in most of the sessions; they will have to constantly share and express all kinds of cultural ideas and points of view throughout the implementation of the proposal.

Resources

Classroom space is equipped with the usual technological resources such as a digital whiteboard, projector, classroom computer and internet connection, in addition to the traditional resources such as the blackboard (located at the front of the classroom).

Assessment

The teacher will give the students continuous feedback throughout the Unit. Students' capacity to work cooperatively will also be taken into consideration, together with their ability to be creative and original. Assessment by direct observation within the sessions will be used to evaluate group work; the teacher will note both positive and negative aspects which will be kept in mind for the final mark, which will be assessed with an analytic rubric (see appendix 2). The latter has been chosen because it allows the teacher to focus on several elements such as creativity, originality and motivation, apart from the basic aspects which will be evaluated the final task —content, language accuracy, vocabulary and creativity.—.

Moreover, the final task will also be evaluated through co-evaluation and peer-to-peer assessment. Students will assess their peers by means of creativity, originality and motivation level.

3.2. RATIONALE AND DECISION MAKING

This Teaching Unit has been designed in accordance with the following determinations adapted to the context in which we are working.

Due to the high level of diversity in the classroom, we have opted for an approach that adjusts to the educational needs of the students, hence the use of the communicative approach. As indicated previously in section 2.3, this approach is based on communicative acts that can take place in real life around a given topic. Learners need to experiment with the language and perceive it from familiar situations in order to understand it correctly.

All the activities that are going to be implemented within the classroom are part of the task-based approach; this approach encourages the real use of the language by following a sequence of activities organized in such a way that they all lead to the achievement of a final task through the use of language. The topic which has been chosen for this Teaching Unit is Spanish vs. English gastronomy; this theme, together with the task-based approach we are applying, has greatly increased interest in the subject of English, since it is motivating and attractive for the students.

The contents worked on through the communicative tasks needed to be made more flexible. As this is a 2030 high school, all students must be able to acquire basic content; in many cases, learners are able to achieve this minimum level of knowledge within the development of the subject, so it is essential to prioritize what students are able to internalize, without focusing on what should be taught at a 2nd course level. Consequently, an *i+1* has been provided, supported by visual aids and the elaboration of materials in all the proposed tasks.

In another vein, it is absolutely necessary to know what content and prior knowledge the students have about the topic they are dealing with in order to be able to adapt the input to the group and thus achieve an increase in their possibilities. For this reason, it was decided to motivate the development of the aforementioned oral skills, as the rest of their communication skills had not been acquired yet, such as written production and reading comprehension.

All communicative practice in the classroom has been carried out in a contextualized manner and following a particular order, taking into account the development of the five communicative skills: reading comprehension, listening comprehension, interaction, speaking production and writing production.

The feasibility, the topic chosen for the development of the proposal and the choice of content have proved to be a breakthrough in the students' conception of the English language. Based on the hypothesis of the affective filter, the students were quite

uncomfortable during the English lessons at first, because they did not understand the content and/or the context of what was normally explained to them. Thanks to this particular way of dealing with the contents and adapting them to their needs, the level of blocking towards the foreign language decreased considerably. The lack of motivation and anxiety hindered their development in the classroom, so the use of the second language has been made something natural and useful for them; as a result, their level of comprehension and attention in the English language has improved. This fact has been greatly reflected during the evolution of the Teaching Unit.

In conclusion to this section, we can affirm the students' circumstances have been the main cause of the adaptation and flexibility of the contents worked on in the classroom. By following a task-based approach, priority has been given to the usefulness and viability of the language in order to achieve a motivated and interested group of learners, thus improving their self-esteem with regard to language learning.

3.3. TEACHING UNIT

Now we proceed to the exhaustive description of the Teaching Unit entitled “Choose your own recipe”, which was developed in the 2nd year of secondary education within the public high school that has been already contextualized.

3.3.1. Curricular aspects

Regarding the curricular framework, this Teaching Unit accords with the legal provisions in: ORDEN EDU/362/2015, de 4 de mayo, which establishes the curriculum and regulates the implementation, evaluation and development of Compulsory Secondary Education in the Community of Castilla y León; ORDEN ECD/65/2015, de 21 de enero, which describes the relationships between competences, contents and evaluation criteria for Primary Education, Compulsory Secondary Education and the Bachelor; and the Real Decreto 1105/2014, de 26 de diciembre, which establishes the basic curriculum of Compulsory Secondary Education and Bachelor.

3.3.2. Materials

In the absence of textbook guidelines, the elaboration of materials by the teacher for the different sessions is continuous. All resources are authentic and based on the development of real language use.

Information and Communication Technologies (ICT) are of great importance in fostering students' digital competence. The whole proposal is structured around interactive tools, which structure all the contents worked on in each session, providing visual support, as well as facilitating students' understanding.

On the other hand, manipulative materials are also fundamental when working with a new language. Games such as bingo or Pictionary, which the students are used to playing in their free time, have been transferred to the classroom for educational purposes, what has promoted great interest and motivation.

At the same time, the materials developed can be used by the teacher as a tool for monitoring class attendance. At the beginning of the Teaching Unit, the teacher will provide each student with an envelope in which he/she should keep all the materials they work on in each session; all these materials that have been saved will be used later on in the final task. Those students who have all the materials will be able to perform the final task without any problem. On the other hand, if there is a student who has not attended class without justification, the teacher will take note of this in order to take it into account when evaluating the unit. This way of organizing the materials has proved to be very effective in terms of students' responsibility, since, in each session, each child has to take care of his or her own materials.

3.3.3. Timing and organization of the sessions

This Teaching Unit is composed of 8 sessions, so it is expected to last 3 weeks approximately, taking into account that 3 hours of English are taught per week —being the

classroom timetable the following: Mondays from 8:15 am to 9:05 am; Tuesdays from 11:25 am to 12:15 pm; and Thursdays from 10:05 am to 10:55 am—.

All sessions follow a certain working structure, in order to establish a daily routine within the Teaching Unit. Each session opens with a ‘flashback’ moment in which previous contents are taken up again before proceeding with the subsequent extension of knowledge.

Each session lasts 50 minutes and is structured in group tasks of approximately 10-15 minutes. These tasks will be used by the students to complete 3 subsequent ‘final’ tasks to be carried out every 2 completed sessions (1 ‘final’ task every 2 finished sessions: the first 2 tasks are done in group; the last one is done in pairs). What is more, these individual tasks will be fundamental to complete the final assignment of the Teaching Unit, in this case, the elaboration of a list of mixed ‘tapas’ that gathers all the contents previously worked on.

In short, each session will consist of a daily routine together with both individual and group tasks on the relevant contents, with a final group task every 2 sessions which will be essential for the final assignment of the Teaching Unit.

3.3.4 Presentation of the sessions

As mentioned above, this Teaching Unit follows a task-based approach that requires the development of the students' communicative skills. It consists of 8 sessions in which a series of programmed tasks lead to the achievement of a final assignment, giving priority to the development of oral comprehension.

All the contents are contextualized and linked to the topic of Spanish vs. English gastronomy. The sessions follow a very similar task structure consisting of a daily routine and various useful tasks which will help in the achievement of 3 subsequent tasks; These tasks will then be used for the preparation of the final task of the Teaching Unit, in this case, the elaboration of a list of ‘tapas’ which combines the most remarkable aspects of Spanish and English gastronomy within a particular scenario.

The first session corresponds to the introduction of the subject that will be covered during the rest of the sessions (Spanish vs. English gastronomy). For this purpose, digital resources will be used to contextualize the topic. In this case, it is worth highlighting the elaboration of an initial brainstorming with the digital tool Padlet, in order to introduce the theme and develop the first ideas among the students. The role of the teacher during this session should be to promote motivation and interest among the students and to be active in the formulation of hypotheses. It is also necessary to underline the connection between the theme and the Anglo-Saxon calendar of festivities, as it strengthens the basis of the proposal.

This session consists in the following activities:

Session 1	
Activity 1	How much do you know about food?
Activity 2	'Famous Food'
Activity 3	Where is it from?*
Activity 4	Gastronomy around the world

Activity 1: How much do you know about food?	
Objectives	Students will be able to share a particular piece of knowledge. Students will be able to give an opinion about a specific topic. Students will be able to draw conclusions from a discussion.
Skills	Students will work on oral production (speaking).
Timing	10 minutes
Resources	Padlet, projector, classroom computer.
Description	In turns, students will come up to the classroom computer in order to write the first thought about gastronomy that crosses their minds. All the ideas will be shared afterwards for some group discussion. This first activity consists in the presentation and description of the theme that will follow all the sessions which make up the Teaching Unit: gastronomy. In addition, this task will also serve as a prior assessment of the students' knowledge by means of group questions and brainstorming, which will be carried out through the digital tool Padlet so that the first ideas among the students are developed.

Activity 2: 'Famous Food'	
Objectives	Students will be able to anticipate ideas about a given topic. Students will be able to share a particular piece of knowledge.
Skills	Students will work on oral and written production (speaking and writing)
Timing	15 minutes
Resources	Projector, a piece of paper.
Description	To begin with, in small groups, students will create a list of the dishes and/or the food they think are the most 'famous' in Spain, United Kingdom and USA. Then, the most typical food and dishes characteristic of these countries will be shown in the digital screen, so that students check their lists and discuss within their groups. Finally, as a way of group sharing, students will talk about the most 'famous' dishes made in their respective homes. This task will support the assessment of prior knowledge from the previous task, as well as giving students another insight into what they will be working on later.

Activity 3: Where is it from?*	
Objectives	Students will be able to anticipate ideas about a given topic. Students will be able to establish a routine for knowledge.
Skills	Students will work on oral production (speaking)
Timing	5-10 minutes
Resources	Projector
Description	The teacher will show some gastronomy images on the digital screen; students will have to try to guess the country they come from (Spain, UK or USA) while they give reasons for their guesses. *This task will be the 'flashback' moment described in section 6.3, in which previous contents are taken up again before proceeding with the subsequent extension of knowledge; in other words, it will be used as some kind of dynamic initiation routine for all the sessions.

Activity 4: Gastronomy around the world	
Objectives	Students will be able to extract the main content of an audiovisual text. Students will be able to share notes for a specific purpose.
Skills	Students will work on oral comprehension (listening) and oral and written production (speaking and writing).
Timing	15 minutes

Resources	Projector, a piece of paper.
Description	Students will watch a video about different kinds of gastronomies (Spain, UK and USA) while taking notes. They will be divided in small groups to share their notes and make a summary of the video they have seen.

In the second session, the group continues to be stimulated with the introduction of new aspects associated to the cultures we are working with. The concept of ‘tasting menu’ will be the backbone of this session; contextualization of concepts continues to be fundamental in order to increase the interest and motivation of the group.

The activities related to this session are the following:

Session 2	
Activity 5	Where is it from?* (initiation routine)
Activity 6	Wakey wakey!
Activity 7	Top-quality
Activity 8	Homemade chefs

Activity 6: Wakey wakey!	
Objectives	Students will be able to learn about different types of breakfasts. Students will be able to identify differences and similarities within a given topic.
Skills	Students will work on oral and written production (speaking and writing).
Timing	15 minutes
Resources	A worksheet
Description	This activity focuses on the gastronomy of the first meal of the day, breakfast. The teacher will hand out a worksheet about Spanish and English breakfasts (both British and American); in small groups, students will talk about the main differences and similarities they consider remarkable. Then, in turns, each member of the group will tell the rest which is his/her favourite kind of breakfast and how it is elaborated.

Activity 7: Top-quality	
Objectives	Students will be able to extract the main content of an audiovisual text. Students will be able to learn about the elaboration of a tasting menu.
Skills	Students will work on oral comprehension (listening) and writing production.
Timing	10 minutes
Resources	Projector, worksheet.
Description	This activity serves as preparation for the first ‘final’ task after the realization of two whole sessions. Students will be shown a video about how a tasting menu is elaborated at a restaurant; afterwards, a worksheet will be distributed in order for students to complete it individually.

Activity 8: Homemade chefs	
Objectives	Students will be able to elaborate a tasting menu for a concrete scenario. Students will be able to cooperate and collaborate for a specific purpose.
Skills	Students will work on oral production (speaking)
Timing	15 minutes
Resources	Worksheet from the previous activity.
Description	This is the first ‘final’ group task, which will be useful for the final task of the Teaching Unit. In small groups, students will have to invent their own tasting menu by using their worksheets from the previous activity. They will have to take into account the following scenario: you are a chef and you want to prepare a special evening for your close friends by elaborating a homemade tasting menu of your choice.

In the third session, the content of gastronomy continues to be worked on through the use of particular resources that encourage language acquisition, such as digital tools and gamification. It is worth highlighting the use of interactive games in particular, especially those which are very common in the lives of young people, such as the Wordle game — Wordle is a browser-based word guessing game—. The role of the teacher in these settings must remain active and interested in the individual situations of each student, by means of asking questions and encouraging student-teacher communication.

This session consists in the following activities:

Session 3	
Activity 9	Where is it from?* (initiation routine)
Activity 10	Time for a bite
Activity 11	Mimics
Activity 12	Lightning game
Activity 13	Handmade wordle

Activity 10: Time for a bite	
Objectives	Students will be able to compare two aspects from two different cultures. Students will be able to elaborate a word search about a specific topic.
Skills	Students will work on written comprehension (reading) and oral and written production (speaking and writing).
Timing	10 minutes
Resources	A worksheet, a piece of paper.
Description	In small groups, students will have to write a list about the most common afternoon snacks in Spain; then, the teacher will distribute a worksheet with the most common English snacks. Students will compare and talk about British 'tea time' in contrast to Spanish 'merienda'. Finally, they will have to elaborate a word search (with words related to the theme of the activity) which will be interchanged between groups.

Activity 11: Mimics	
Objectives	Students will be able to mimic for a specific purpose. Students will be able to anticipate ideas from their peers' mimicry.
Skills	Students will work on oral comprehension (listening) and production (speaking).
Timing	10 minutes
Resources	None

Description	In order to activate the group and remind them of the contents from previous days, most of the class will be dedicated to some gamification activities. This relaxation activity will give students the opportunity to represent with their bodies different gastronomic activities and situations. Several students will go up to the front of the class to represent their ideas by performing actions or characteristics of a particular setting related to gastronomy, and the rest will have to guess what it is.
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Activity 12: Lightning game	
Objectives	Students will be able to test their capacity of rapid response. Students will be able to show their level of knowledge about a specific theme.
Skills	Students will work on oral production (speaking).
Timing	10 minutes
Resources	Projector
Description	This activity is, as its proper name suggests, a lightning game. The classroom will be divided into two teams; a speed test will be carried out on the digital screen, where some images representing different food dishes will be projected. The fastest team to answer correctly obtains 10 points. Students have to bear in mind two norms: on the one hand, if the answer is incorrect, there is a chance of rebound; on the other hand, 3 correct answers in a row subtract 1 correct answer from the other team, resulting in a loss of 10 points. The first team to reach 100 points wins.

Activity 13: Handmade wordle	
Objectives	Students will be able to guess random words about a given topic. Students will be able to cooperate and collaborate as a whole group.
Skills	Students will work on oral production (speaking).
Timing	10 minutes
Resources	Blackboard
Description	The whole group plays Wordle game on the blackboard. The teacher draws a table on the blackboard, (6 rows and 5 columns); students have to try to guess the word just like in the original game, but instead of guessing random words provided by a browser, the teacher will be the one to think about words related to food and gastronomy.

The fourth session focuses on gastronomic content such as cooking recipes. The presentation of creative dishes and typical desserts helps to motivate the group in what refers to the acquisition of knowledge. The teacher's attitude during the session should be that of a facilitator of knowledge, and he should be interested in the students' concerns, thus raising other topics of conversation linked to the cultural and social variety we find within the same classroom.

The activities in this session correspond to the following:

Session 4	
Activity 14	Where is it from?* (initiation routine)
Activity 15	Bingo dessert!
Activity 16	My own recipe
Activity 17	Creative cooking

Activity 15: Bingo dessert!	
Objectives	Students will be able to learn about the same topic within different cultures.
Skills	Students will work on oral and written comprehension (listening and reading).
Timing	10 minutes
Resources	Blackboard, notebook.
Description	The whole class will play bingo. The teacher will write on the blackboard 15 different types of desserts (Spanish, British and American). Each student draws a bingo card on his/her notebook with 6 different squares, in which they have to write 6 different desserts from the blackboard. The teacher starts reading all the desserts aloud and randomly, until one of the students completes his/her entire bingo card, thus becoming the winner.

Activity 16: My own recipe	
Objectives	Students will be able to write a short essay about a given topic. Students will be able to develop creativity and imagination for a specific purpose.
Skills	Students will work on written production (writing).
Timing	15 minutes
Resources	A piece of paper
Description	Students will write a short essay about a dish recipe they have always dreamed of. This activity is a great way to promote motivation and interest among the students, as it involves the utilization of their imagination and creativity and also arouses some sort of curiosity.

Activity 17: Creative cooking	
Objectives	Students will be able to anticipate ideas from their group members. Students will be able to provide a specific description about a particular topic.
Skills	Students will work on oral production (speaking)
Timing	15 minutes
Resources	Food images
Description	This is final group task number 2 (due to the finalization of another 2 whole sessions), whose dynamics will be reusable for the final task of the proposal. Students will be divided in 6 small groups. The teacher will distribute 6 different images of typical food dishes from Spain, UK and USA, one for each group. First, each student will think about the preparation of his/her group dish individually. Then, students in their groups will have to describe orally the elaboration of their dish step by step; each step must correspond to one member of the group, and students cannot share their own ideas with their group members, so that the resulting description is original and creative (hence the name of the activity).

The fifth session focuses on gastronomy related to celebrations and festivities. The contextualization of the session associated to this topic is a driving force which propels the reality of the facts, as these are situations students could experience in their daily lives. In addition, two very dynamic and motivating activities will be carried out, a communicative role play and an interactive one with the digital tool Quizizz, in which the participation and interaction of all the students will be necessary for the composition of the session contents.

During the tasks, the teacher must become a facilitator as well as an organizer of time and content, as this is a session which requires an orderly structure.

This session consists in the following activities:

Session 5	
Activity 18	Where is it from?* (initiation routine)
Activity 19	Nourishment of celebration
Activity 20	MasterChef role-play
Activity 21	Quizizz

Activity 19: Nourishment of celebration	
Objectives	Students will be able to anticipate ideas about a given topic. Students will be able to share ideas for a specific purpose.
Skills	Students will work on oral and written production (speaking and writing).
Timing	15 minutes
Resources	Blackboard, a piece of paper.
Description	In order to link the proposal to the Anglo-Saxon holiday calendar, this activity will be used to introduce other characteristic elements of the English culture. Individually, students will write a list of which they think is the most common Spanish, British and American food for special dates and/or celebrations (Christmas, New Year’s Eve, Easter, Thanksgiving, etc.). Afterwards, in pairs, students will share their ideas for a subsequent classroom discussion —during which the teacher will write all the ideas on the blackboard— that will end with actual facts provided by the teacher.

Activity 20: MasterChef role-play	
Objectives	Students will be able to perform a role-play about a given topic. Students will be able to reinforce their knowledge.
Skills	Students will work on oral production and comprehension (speaking and listening).
Timing	15 minutes

Resources	None
Description	This communicative language activity encourages students participation and motivation at a high level. As its name suggests, students will perform a role play based on the TV program MasterChef, which is a very popular TV cooking show in many countries, including the ones we are working with in this particular Teaching Unit. More specifically, students will perform the part on the show related to the final verdict, in which the three judges grade the dishes the contestants have prepared (one by one). Three students will act as the 3 judges (who will be standing at the front of the class); the rest of the class (divided in two groups) will represent the contestants, on the one hand, who will be standing on the left part, and the public, on the other hand, who will be standing on the right. The role-play is contextualized around the topic of food within special celebrations, so that it can be used as an activity for both content revision (from the previous activity) and the enhancement of communication skills.

Activity 21: Quizizz	
Objectives	Students will be able to use a digital tool as a way of knowledge reinforcement. Students will be able to develop motivation and participation through the ICTs.
Skills	Students will work on written and oral comprehension (reading and listening).
Timing	10 minutes
Resources	Projector, Quizizz
Description	The whole class will play an interactive Quizizz prepared by the teacher, which will also serve as a way of knowledge reinforcement from previous activities. This activity, as in the previous case, results in a high level of student involvement, what in turn has a beneficial effect on language learning.

The sixth session focuses on the food-related content of meal timetables, with a particular emphasis on the comparison between Spanish ‘tapas’ and English brunch. In addition, some real life situations related to the topic will be worked on through role playing, such as waiter-customer conversations at a bar or a restaurant. This will help to motivate the group regarding the acquisition of knowledge. The teacher's role during the session will be that of a facilitator of knowledge, thus raising other topics of conversation linked to the cultural and social variety we find within the same classroom.

The activities in this session correspond to the following:

Session 6	
Activity 22	Where is it from?* (initiation routine)
Activity 23	Which is your favourite?
Activity 24	Mid-morning snacks
Activity 25	Model
Activity 26	Waiter and costumer

Activity 23: Which is your favourite?	
Objectives	Students will be able to discuss advantages and disadvantages within a given topic. Students will be able to elaborate a specific timetable by mixing different cultures.
Skills	Students will work on oral and written production (speaking and writing).
Timing	10 minutes
Resources	A worksheet, a piece of paper.
Description	The teacher will distribute a worksheet about Spanish and English meal timetables. First, in small groups, students will have to discuss the main advantages and disadvantages of both types of timetables. After that, still in the same groups, they will have to create their own timetable by mixing Spanish, British and American features.

Activity 24: Mid-morning snacks	
Objectives	Students will be able to exchange information for knowledge reinforcement. Students will be able to express an opinion about a given topic. Students will be able to cooperate and collaborate as a group.
Skills	Students will work on oral and written production (speaking and writing), reading and listening comprehension.
Timing	15 minutes
Resources	A piece of paper

Description	<p>This activity focuses on two basic gastronomic aspects of Spanish and English cultures, which are ‘tapas’ in Spain and brunch in the UK and the USA. To start with, in groups of 3 people, students will write a list about food-related characteristics of these cultural features on a piece of paper; one group member will cover Spain, the second will cover UK and the third will take on the USA. Afterwards, all the groups will interchange their notes in order to add extra information and thus increasing the knowledge on the subject. Finally, each piece of paper will be returned to its respective group and all the ideas will be discussed in common. It is worth mentioning that this activity, although it is not one of the three ‘final’ tasks, it is of great importance because it implies potential content students will use not only for the realization of subsequent activities in this session but also in the elaboration of the final task of the Unit.</p>
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Activity 25: Model	
Objectives	Students will be able to learn from a particular model.
Skills	Students will work on reading and listening comprehension.
Timing	5 minutes
Resources	Projector
Description	In order to show the students what they are expected to do in ‘final’ task 3, the teacher will show a conversation model and he will briefly explain its purpose and parts. Students will take notes.

Activity 26: Waiter and costumer	
Objectives	Students will be able to recreate a real life conversation within a particular context.
Skills	Students will work on oral production and comprehension (speaking and listening).
Timing	15 minutes
Resources	Notes from the previous activity.
Description	This activity corresponds to the last task (the third ‘final’ task) before the elaboration of the final one of the proposal. In pairs, students will have to come up to the front of the class and recreate a real life situation dialogue —waiter and customer, hence the name of the activity— as if they were in a British / American restaurant.

The seventh session corresponds to the review session prior to the elaboration of the final task of the Teaching Unit. As the name itself implies, the teacher will review all the contents seen so far so that, on the next day, students will be able to demonstrate everything they have acquired during the whole Teaching Unit. What is more, this session will be focused primarily on learning based on interactive activities and gamification games; through the introduction and use of symbols and tools specific to the development of the subject, students will use interaction and communication strategies in order to carry out a dynamic and entertaining session. The role of the teacher should be primarily that of a guide, supporting the students in the understanding of the rules and providing an opportunity of personal growth for all.

The activities related to this session are the following:

Session 7	
Activity 27	Where is it from?* (initiation routine)
Activity 28	Hangman
Activity 29	Kahoot!

Activity 28: Hangman	
Objectives	Students will be able to use a particular piece of knowledge for gamification. Students will be able to anticipate words or expressions within a specific context.
Skills	Students will work on oral and writing production (speaking and writing).
Timing	20 minutes
Resources	Blackboard
Description	The entire group plays hangman's game. In turns, students will go up to the blackboard and write one word or expression related to gastronomy. The rest of the class will try out letters of the alphabet until they get the final answer. The student who guesses the correct word will become the next participant to come up to the blackboard.

Activity 29: Kahoot!	
Objectives	Students will be able to use a digital tool as a way of knowledge reinforcement. Students will be able to develop motivation and participation through the ICTs.
Skills	Students will work on reading comprehension.
Timing	20 minutes
Resources	Projector, Kahoot!
Description	Students will play a Kahoot prepared by the teacher as a way of knowledge reinforcement from all the previous sessions. As in the case of Quizizz, this interactive activity favours student participation and motivation at a high level, as well as the development of the digital competence.

The eighth session will be divided into two halves: the first half of the session will be dedicated to the elaboration of the final task of the proposal, in this case the creation of a list of mixed ‘tapas’ —by using Spanish and English gastronomy— that encompasses the other ‘final’ group tasks conducted in previous sessions. The second half of the session will be devoted to the evaluation. This will consist in the co-evaluation and peer assessment of the final task, in which the mutual student assessment of the learning process will be a priority. The teacher, consequently, will have two different roles. On the one hand, in the final task, he will act as a model, organizer of contents and supervisor of the task, although he will also have to be flexible and facilitator of the students’ imagination and creativity. On the other hand, in terms of the assessment, the teacher will be a mere spectator; he must let the group express what they know, adapting to the way in which students themselves have acquired it. Finally, to end the session, a final reflection will take place, in which each student will observe the mistakes that have previously been corrected by his/her classmates.

The activities in this session correspond to the following:

Session 8	
Activity 30	Where is it from?* (initiation routine)
Activity 31	Final task
Activity 32	Co-evaluation and peer-assessment

Activity 30: Final task	
Objectives	Students will be able to apply the acquired knowledge for the completion of a particular task. Students will be able to elaborate a list of ‘tapas’ by mixing Spanish and English cultures.
Skills	Students will work on written and oral production (writing and speaking).
Timing	20 minutes
Resources	Notes from previous sessions.
Description	In small groups, students will have to elaborate a list of ‘tapas’ by taking into account the following scenario: you open a British / American restaurant in Spain and you want to prepare some ‘tapas’ to take part in the culture of both countries. In order for you to attract people to your restaurant, you have thought about the possibility of mixing both Spanish and English gastronomies so as to create some creative and innovative Spanglish ‘tapas’. Students will be able to use all their previous drafts and ideas from prior sessions, since this task encompasses all the knowledge they have acquired during the whole Teaching Unit.

Activity 31: Co-evaluation and peer-assessment	
Objectives	Students will be able to peer-assess their classmates.
Skills	Students will work on oral production (speaking).
Timing	20 minutes
Resources	None
Description	Students will carry out a peer-to-peer assessment of the learning process through the final task of the Teaching Unit; each group will assess the work of their peers by means of creativity, originality and motivation level.

3.3.5. Key elements for the implementation of the proposal

After the implementation of the Teaching Unit, this section is dedicated to some key and/or attention elements for future interventions within this type of settings.

Conceptual adaptation to the curricular level of the group is fundamental. In the programming of foreign language content, it is essential to observe and identify what the

group is capable of achieving. The teacher sometimes fails to assess the learners' prior knowledge that students already have and he/she programmes his or her sessions around the concepts he/she believes students should be able to handle according to their current school year. In order to be able to provide an *i+1* which allows students to progress in the subject, a placement test is key to the future planning of content so as to avoid unexpected changes and/or misunderstandings that may alter the functioning of the class.

The incorporation of active learning within the Teaching Unit will be very effective for the correct acquisition of foreign languages. The learner will remember better the knowledge which he/she has experienced. The search for a practical objective which involves constant student participation in the proposed tasks will noticeably improve the level of English language acquisition.

On the one hand, as indicated above, the contextualization of content is a basic aspect that teachers must consider in their teaching programmes; as a result, the interdisciplinary nature of concepts is very important in order to connect knowledge and make the student an individual capable of understanding and analysing the world around him/her. To this end, the knowledge of the group's interests will encourage a greater degree of motivation and attraction to the English language. We are used to focusing English language teaching on the learning of vocabulary and grammatical rules with little connection to reality. Therefore, the multidisciplinary linking of concepts will help in the acquisition of a second language.

On the other hand, the organization of time and space during the sessions is indispensable. In order to achieve greater activity and a higher level of concentration of the group, all kinds of activities have to be designed (introduction, warm up, reinforcement and relaxing activities), in which the attitude and position of the students with regard to language learning change during one hour of lesson time.

It is also relevant to point out that the scheduling of tasks which cover the time of a whole session is important to keep all learners engaged. The teacher needs to be open-minded and responsive in order to find possible solutions or new tasks at that moment when

learners have finished early their work or when the tasks are not as feasible as they were thought to be. The pre-programming of the so-called “just in case” activities will greatly facilitate teaching in such unpredictable situations.

In conclusion, we may say that there are four key elements that will give the teacher the opportunity to plan and perfect the development of his/her interventions in the classroom: the adaptation of content to the setting in which the teacher is working on; the integration of all types of learning and activities that involve student participation in different ways; the organization of time and space during the sessions; and the knowledge of the group's concerns.

4. CONCLUSION

When it comes to teaching English as a foreign language in vulnerable socio-educative settings, promoting acquisition as opposed to learning should take precedence; what is more, this emphasis should be carried out through the development of tasks within a communicative approach which integrates the development of the five language skills, with a focus on the development of listening comprehension.

Using Jigsaw or Roleplaying as communicative language activities for teaching English, together with the ICTs, can greatly benefit the acquisition of a second language, thus boosting motivation and interest among students.

The personal development of learners is fundamental in the acquisition of second languages. It is even more important in vulnerable socio-educative settings where it is necessary to make the curriculum more flexible, thus promoting the content that the learner is capable of achieving, providing an *i+1* that gives the individual the opportunity to progressively build his/her own learning.

All things considered, in this type of setting, favouring a positive climate that keeps the affective filter low is of utmost importance to achieve a correct acquisition of the English language. In the same way, this language acquisition could be highly supported by prioritizing the development of communicative skills through the realization of motivational listening activities (picture dictation), speaking activities (real-life conversations), interaction activities (escape rooms) and writing activities (creative writing).

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6. APPENDICES

6.1. APPENDIX 1: TEACHING UNIT (scheme)

Stage: ESO	
Level: 2º	
Time: 480 minutes	
Key competences	Specific competences
Linguistic competence (1)	1
Digital competence (4)	2 3 6
Personal, social and learning-to-learn competence (5)	
Competence in cultural awareness and expression (8)	
Content / Basic knowledge	Assessment criteria*
A. Communication	*Assessment will be carried out with an analytic rubric.
A.1	
A.2	
A.4	
A.9	
A.10	
A.13	
B. Multilingualism and reflection on learning	
B.3	
C. Interculturality	
C.1	
C.4	

Session 1			
Specific competences	Specific assessment criteria*		
1			
2			
3			
6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p> <p>C.4. Basic sociocultural and sociolinguistic aspects relating to daily life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values specific to countries where the foreign language is spoken.</p>			
Activities	Spec.comp.	Spec. Crit.*	Cont / B.K.
Activity 1: How much do you know about food?	2 3 6		A.1 A.2 C.1 C.4
Activity 2: 'Famous Food'	2 3 6		A.1 A.2 C.1 C.4
Activity 3: Where is it from?*	2 3 6		A.1 A.2 C.1
Activity 4: Gastronomy around the world	1 2 3 6		A.1 A.2 C.1 C.4

Session 2			
Specific competences	Specific assessment criteria*		
1			
2			
3			
6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>A.10. Basic conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining and ending communication, taking and giving the floor, asking for and giving clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborating, debating, etc.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p> <p>C.4. Basic sociocultural and sociolinguistic aspects relating to daily life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values specific to countries where the foreign language is spoken.</p>			
Activities	Spec. comp.	Spec. Crit.*	Cont / B.K.
Activity 5: Where is it from?* (initiation routine)	2 3 6		A.1 A.2 C.1
Activity 6: Wakey wakey!	1 2 3 6		A.1 A.2 C.1 C.4
Activity 7: Top-quality	1 2 3 6		A.1 A.2 C.1 C.4
Activity 8: Homemade chefs (group task 1)	2 3 6		A.1 A.2 A.10 C.1 C.4

Session 3			
Specific competences	Specific assessment criteria*		
2 3 6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p> <p>C.4. Basic sociocultural and sociolinguistic aspects relating to daily life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values specific to countries where the foreign language is spoken.</p>			
Activities	Spec. comp.	Spec. Crit.*	Cont / B.K.
Activity 9: Where is it from?* (initiation routine)	2 3 6		A.1 A.2 C.1
Activity 10: Time for a bite	2 3 6		A.1 A.2 C.1
Activity 11: Mimics	2 3 6		A.1 A.2 C.1 C.4
Activity 12: Lightning game	2 3 6		A.1 A.2 C.1
Activity 13: Handmade Wordle	2 3 6		A.1 A.2 C.1

Session 4			
Specific competences	Specific assessment criteria*		
2			
3			
6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p> <p>C.4. Basic sociocultural and sociolinguistic aspects relating to daily life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values specific to countries where the foreign language is spoken.</p>			
Activities	Spec. comp.	Spec. Crit.*	Cont / B.K.
Activity 14: Where is it from? * (initiation routine)	2 3 6		A.1 A.2 C.1
Activity 15: Bingo dessert!	2 3 6		A.1 A.2 C.1
Activity 16: My own recipe	2 3 6		A.1 A.2 C.1 C.4
Activity 17: Creative cooking	2 3 6		A.1 A.2 C.1 C.4

Session 5			
Specific competences	Specific assessment criteria*		
2			
3			
6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>A.13. Basic analogue and digital tools for comprehension, oral, written and multimodal production and coproduction; and virtual platforms for educative interaction and collaboration (virtual classrooms, videoconferencing, collaborative digital tools...) for learning, communication and the development of projects with speakers or learners of the foreign language.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p> <p>C.4. Basic sociocultural and sociolinguistic aspects relating to daily life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values specific to countries where the foreign language is spoken.</p>			
Activities	Spec. comp.	Spec. Crit.*	Cont / B.K.
Activity 18: Where is it from? * (initiation routine)	2 3 6		A.1 A.2 C.1
Activity 19: Nourishment of celebration	2 3 6		A.1 A.2 C.1 C.4
Activity 20: MasterChef role- play	2 3 6		A.1 A.2 C.1 C.4
Activity 21: Quizizz	2 3 6		A.1 A.2 A.13 C.1

Session 6			
Specific competences	Specific assessment criteria*		
2			
3			
6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>A.4. Basic communicative functions appropriate to the communicative context: greetings, farewells and introductions; description of people, objects and places; placing events in time; placing objects, people and places in space; request and exchange of information on everyday matters; instructions and orders; offering, accepting and refusing help, suggestions or advices; partially expressing liking or interest and basic emotions; narration of past events, description of present situations, and expression of future events; expressing opinion and possibility.</p> <p>A.10. Basic conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining and ending communication, taking and giving the floor, asking for and giving clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborating, debating, etc.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p>			
Activities	Spec. comp.	Spec. Crit.*	Cont / B.K.
Activity 22: Where is it from? * (initiation routine)	2 3 6		A.1 A.2 C.1
Activity 23: Which is your favourite?	2 3 6		A.1 A.2 A.10 C.1
Activity 24: Mid-morning snacks	2 3 6		A.1 A.2 A.10 C.1
Activity 25: Model	2 3 6		A.1 A.2 A.4 C.1
Activity 26: Waiter and costumer	2 3 6		A.1 A.2 A.4 A.10 C.1

Session 7			
Specific competences	Specific assessment criteria*		
2 3 6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>A.9. Basic orthographic conventions and communicative meanings and intentions associated associated with formats, patterns and graphic elements.</p> <p>A.13. Basic analogue and digital tools for comprehension, oral, written and multimodal production and coproduction; and virtual platforms for educative interaction and collaboration (virtual classrooms, videoconferencing, collaborative digital tools...) for learning, communication and the development of projects with speakers or learners of the foreign language.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p>			
Activities	Spec. comp.	Spec. Crit.*	Cont / B.K.
Activity 27: Where is it from? * (initiation routine)	2 3 6		A.1 A.2 C.1
Activity 28: Hangman	2 3 6		A.1 A.2 A.9 C.1
Activity 29: Kahoot!	2 3 6		A.1 A.2 A.13 C.1

Session 8			
Specific competences	Specific assessment criteria*		
1			
2			
3			
6			
Contents / Basic knowledge			
<p>A.1. Self-confidence. Error as an instrument for improvement and a proposal for repair.</p> <p>A.2. Basic strategies for planning, executing, monitoring and repairing comprehension, production and co-production of oral, written and multimodal texts.</p> <p>A.10. Basic conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining and ending communication, taking and giving the floor, asking for and giving clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborating, debating, etc.</p> <p>B.3. Basic strategies and tools for self-assessment and co-assessment, analogue and digital, individual and cooperative.</p> <p>C.1. The foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment.</p>			
Activities	Spec. comp.	Spec. Crit.*	Cont / B.K.
Final task	1 2 3 6		A.1 A.2 A.10 C.1
Co-evaluation and peer assessment	2 3 6		A.2 A.10 B.3 C.1