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**Benefits of teaching the cultural transmission of a foreign
language: improved comprehension of the language.**

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Abstract

In the present Master's Final Project, a proposal for a lesson plan on Irish culture has been developed for the 3rd CSE class. The aim of the lesson plan is to increase students' awareness of the importance and the benefits of culture when learning a second language, as it could facilitate the learning of itself. Furthermore, through this lesson plan is intended to promote group work and cooperative learning, as well as the motivation of the students themselves.

To this end, the lesson plan is elaborated following task-based learning, creating different sessions that result in a final task to be completed by the students in group work. The use of ICTs will also be implemented in the classroom to stimulate students to participate more in class, as well as to increase their motivation when performing the different activities. Finally, this lesson plan proposal is adapted to the educational needs of the students, to guarantee the inclusion of all of them in the classroom.

Key words: Irish culture, learning, lesson plan, motivation, teaching.

Resumen

En el actual Trabajo de Fin de Máster (TFM) se ha desarrollado una propuesta de unidad didáctica sobre la cultura irlandesa para la clase de 3^o de la ESO. El objetivo de esta es concienciar a los alumnos sobre la importancia y los beneficios que tiene la cultura a la hora de aprender una segunda lengua ya que puede facilitar el aprendizaje de la misma. Además, con esta unidad didáctica se pretende fomentar el trabajo en grupo y el aprendizaje cooperativo, así como la motivación de los propios alumnos.

Para ello, la unidad didáctica se ha basado en el aprendizaje por tareas, creando diferentes sesiones que llevan a la realización de una actividad final que los alumnos deben hacer de manera grupal. También se implementará el uso de las TICs en el aula para incentivar a los alumnos a una mayor participación en clase, así como favorecer su motivación a la hora de realizar las diferentes actividades. Por último, esta propuesta de unidad didáctica está adaptada a las necesidades educativas de los estudiantes, para garantizar la inclusión de todos ellos en el aula.

Palabras clave: aprendizaje, cultura irlandesa, enseñanza, motivación, unidad didáctica.

1. INTRODUCTION

Have you ever wondered about the role of culture in the teaching-learning process of a new foreign language? When it comes to teach or learn a new language, language's grammar and vocabulary are always taken into consideration. Nevertheless, it is recommended that culture should be present in these processes because it could be a key element to understand why those grammatical rules must be followed or it could help the students to improve the acquisition of the new vocabulary.

Culture is also a method for intercultural adaptation. The world is becoming increasingly globalised and learning about different cultures allows you to adapt better to this globalisation. Learning a new culture could open the students' mind and helps to better understand the diversity that exists among human beings. According to Sari (2017), as a benefit of learning culture, students can open their mind so as to be more capable in foreign language. Furthermore, culture provides relationships between people from different backgrounds, as well as promotes respect and acceptance of differences. In addition, thanks to the knowledge of culture, stereotypes and prejudices about different countries are broken down. In fact, as Creadick (2014) explains "when popular culture enters the classroom, students' lives can merge with their studies, and the effect is powerful" (p.15). For all these reasons, culture enables the creation of a more inclusive society and the harmonious coexistence of different cultures.

Learning about Irish culture enables students to comprehend their national identity. In this way they can come to appreciate the values and mentality of Irish society. They will also be able to notice how their culture has influenced aspects of Irish life such as politics and religion. There is in fact a foundation, The Gaelic League of London (GLL), that was set up in 1896 for children to learn Irish language and culture as it is mentioned in MacDiarmada (2020). Ireland possesses an extensive cultural heritage. Its legends, traditions, music, literature, art, dance and folklore provide a broader view of the country and its history, as well as an awareness of its cultural diversity.

To clarify this project, the subsequent structure will be followed. The three first sections are the introduction, the purpose and the objectives of the dissertation respectively. First, the introduction, that has been already presented, discusses the antecedents of teaching culture in high school, in this case Irish culture. In the second one, it will be presented a justification about why the topic of Irish culture has been chosen and why is interesting teaching it. Through the

third one, it will be pointed the different objectives that are going to be developed through this project.

Fourth, it will be detailed a theoretical framework which is divided in the following sections: contextualization, teaching culture, Irish myths, St. Patrick's Day, Irish language, slangs, cultural values, educational methods and approaches, and the new age: technologies within the classroom. In turn, St. Patrick's Day sector is segmented into four different sections, the first one is the story of St. Patrick, the second one the symbols he created, the third one the association of colour green with Ireland and the last one deals with the leprechaun creature. Moreover, educational methods and approaches also are distributed in different subdivisions which are constructivist approach, task-based learning and cooperative learning.

Fifth, a methodological framework which includes all the lesson plan that it is been designed for this project, with its introduction to the lesson plan, school contextualization, classroom contextualization, legislative framework, key competences, specific competences, contents, methodological considerations, presentation of the lesson's plan, objectives, timing, activities, resources, evaluation, and attention to diversity.

Finally, the last two points (six and seven) are the conclusions and references. In the sixth, it will be clarified the final conclusions of this project and in the seventh, it will be addressed the references that has been used during the development of the project.

2. PURPOSE OF THE DISSERTATION

Since I studied Irish literature at English Studies Degree, my interest for the Irish culture was highly incremented. Studying this subject, I began to learn about culture of Ireland and its history. Subsequently, I found it to be a diverse and enriching culture, which often went unnoticed in the classroom, as personally I hardly knew anything about it. I realised that Ireland had much more cultural background than just only St. Patrick's Day, which is the most famous cultural aspect of this country nowadays. As a future teacher I found it interesting to address different cultural aspects and relate them to Ireland, as I said before, it has a great variety of culture which could be interesting to explore in the classroom.

My experience at university has made me understand how important different cultures are when it comes to learning a second language. This together with the fact that some of them

are not given the importance they deserve, in this case the Irish culture, is what has led me create this project.

Furthermore, during my practicum I observed some problems in teaching culture. Sometimes, students thought that culture was not necessary when they were learning a second language. Therefore, the problem came when the teacher has to explain them the benefits of learning culture because students did not think that they were realistic. Moreover, nowadays the spread of culture has been increased due to films, books or TV series, but the culture that appears in these resources could be distorted. For this reason, culture should be studied in classrooms to clarify the students what is real and what is not and avoid the stereotypes that could have been created by the society.

Finally, the Spanish educational system has evolved during the years, and it is true that nowadays, culture has a better position when it comes to teaching English as a Foreign Language. For this reason, I see necessary to highlight its importance during this Master's Final Project and demonstrated that Ireland has an enrichment cultural background.

3. OBJECTIVES OF THE DISSERTATION

The aim of this project is to highlight the importance of Irish culture when teaching a foreign language. This principal objective is divided into:

- Developing the acquired skills during the Master's Degree in Teacher Education, specialising in English.
- Following the competences indicated in the curriculum model established in the Organic Law 3/2020 of December, which modifies Organic Law 2/2006, of May, on Education.
- Working on the key aspects of the Irish culture that could be incorporated in the teaching of English as a foreign language, as the cultural values or Irish slangs.
- Using ICTs in the classroom to increase students' motivation and let them be more in contact with the new technologies.

4. THEORETICAL FRAMEWORK

The theoretical framework of this Master final project will address the topic of culture, in particular Irish culture. First, there will be a contextualization of this work to clarify why this theme has been chosen to be developed. Following to this contextualization, the theme of culture within the classroom will be detailed. After explaining how culture is addressed in the classroom, some of the cultural elements of Ireland will be described to highlight its importance and why they have been chosen for this final dissertation. These cultural elements are Irish myths, St. Patrick's Day, Irish language (considering its spelling, pronunciation, mutations, and syntax), slangs and Irish values. The section of St. Patrick's Day will also include the story of this character, the symbols that have been created around him, why is green associated to Ireland and the famous creature, the leprechaun. Succeeding, the different approaches and methods that will be implemented in the proposed lesson plan will be detailed. It involves constructivist approach, task-based learning, and cooperative learning. Finally, the last point of this section deals with the new technologies and its benefits within the classroom of English as a foreign language.

4.1. Contextualization

This project discusses the **importance of culture** when teaching a foreign language since culture is closely connected to language. In fact, as Krasner (1999) said "Teaching language in isolation cannot make a learner of the language competent in that language" (as cited in Choudhury, 2013, p.20).

There are many benefits to be found, among them it could be highlighted the **connection** with the **social context**. When learning a new language, it is necessary to discern the social context in which it is used because it allows to understand social norms, customs, traditions and prevents misunderstandings. In addition, culture allows to **understand cultural subtleties** and the nuances of everyday situations, as well as to know the correct tone of voice to use and the body language to use in different contexts. Furthermore, Choudhury (2013) states that to learn a new language, culture is important because it is needed to acknowledge the appropriate way to address people or express gratitude. Therefore, for this author the language and the cultural behaviour must be in harmony.

However, all this must be in accordance with educational laws. It is now stated in the new law (**LOMLOE**) that **culture** must be **present** in the classroom, especially in foreign

language classrooms, in this case English. Therefore, the more complete the acquisition of culture is, the greater the benefits students will be able to obtain from learning it. As it is mentioned in the *Decreto 39/2022*, the contents of the foreign language subject are communication, plurilingualism and interculturality. To achieve these contents, culture is a significant element since it is indicated that “learning a foreign language favours the development of empathy and curiosity for knowledge of other social realities and cultures and contributes directly to the development of intercultural communicative competence” (*Decreto 39/2022 ANEXO III*, p.49246).

Since the culture of a second language (in this case English) is such a wide-ranging topic, as it includes different aspects and it is impossible to cover and investigate all of them in a single project, this one has been focused on Irish culture. Therefore, as part of this project, a lesson plan will be designed for English as a foreign language subject in which this topic will be addressed, and it will be implemented in the second term of the school year. It has been decided to use Irish culture in this term because 17th March is St. Patrick's Day and there are many concepts that can be related to it. Moreover, with this lesson plan some of the key competences mentioned in *Decreto 39/2022* will be achieved. These competences are the linguistic communication competence, plurilingual competence, digital competence, personal, social and learning to learn competence and **cultural awareness and expression competence**. These materials will address topics such as: Irish cultural values, Irish slangs, Irish legends, creating a character related to Saint Patrick's Day and its description. Then, it will be discussed the aids of learning about this particular culture and why it should be studied more.

To conclude, culture has many benefits when learning a second language. In line with present educational laws and research, culture carries a huge weight when acquiring a new language. For this reason, it should be taught in the classroom in more detail and students should raise awareness that it is important for their learning since it could help them to achieve the contents, in this case, of the English subject better. Moreover, Irish culture presents many cultural elements that could be beneficial for students as they are not familiar to them. Next, it will be explained how culture teaching in the classroom is.

4.2. Teaching culture

It has been demonstrated that teaching culture in the classroom is an important factor when learning a second language. During this section, it will be explained how culture is

implemented in the classroom, the different methods that could be used, the benefits of new technologies and how is addressed Irish culture.

In the past, in foreign language classes, a large amount of time was reserved for explaining grammatical concepts and vocabulary to students because these were considered to be the most difficult aspects for them to learn. In fact, Strasheim (1981) indicates that only 10% of the overall time of the subject was dedicated to teaching culture (as cited in Dema and Moeller, 2012). This data is surprising since in a survey carried out by Moore (2006), the percentage had increased to 80% of the total time of the subject dedicated to teaching culture (as cited in Dema and Moeller, 2012). This suggests that when culture was more significant and recognised in second language learning, the greater was its incorporation in the classroom.

One of the concerns for teachers in the classroom have been to find an effective and motivating method of teaching culture to students, as many of them do not feel the necessity of learning it. For this reason, to address these problems, authors as Dema and Moeller (2012) suggest some methods for introducing culture in the classroom: using authentic materials or realia, cultural capsules, cultural assimilations or the introduction of proverbs, music and festivities, etc. In fact, Krasner (1999) states that it is important to be “promoted observations through movies, and other authentic materials, having students visit ethnic restaurants, ... presentations on the customs and traditions of L2 culture” (as cited in Dema and Moeller, 2012, p.80).

Nevertheless, there are not the only type of methods that could be developed for learning culture. There also exists activities in which students have to analyse the different stereotypes that exist in a culture to identify which are wrong and what are correct, activities in which the own culture is compared with the second one in order to find similarities or differences, or activities designed to overcome culture shock (Alonso-Belmonte and Fernández-Agüero, 2015). Moreover, these authors (Alonso-Belmonte and Fernández-Agüero, 2015) claim that one method for students to acquire intercultural competence more effectively is by getting out of the classroom. In this way, students will be exposed to intercultural situations which they will have to deal with, reinforcing their knowledge and skills.

Additionally, nowadays, thanks to new technologies, it is possible to create cultural activities which could be more motivating for students. They are used to use the different social networks so teachers could get advantage of this using different types of audiovisual materials.

For example, certain museums or institutions have the option of doing a virtual tour of their installations, so students will be developing an activity with virtual real materials. Furthermore, technologies enable students to have an opportunity to communicate in real time outside the classroom and improve their cultural understanding (Dema and Moeller, 2012). Some of the tools, apart from the social networks, that are used to achieve this point are chatrooms, e-mails, online discussions, and forums.

The manner Irish culture is covered in the classroom could vary depending on some variables, such as the level of education, the school curriculum, the educational programmes and the priorities of each autonomous community. Within the current curriculum of Castile and Leon, there is no specific mention of this aspect. However, the *Decreto 39/2022* indicates the importance of culture in learning a second language as an element of the Foreign Language subject. In fact, one of the contents included in this subject is interculturality. Therefore, despite the fact that there is no mention of Irish culture in the actual educational law, in this project it has been decided to work with it due to it is considered a fundamental factor to include all cultures within the language that is being studied, to be able to achieve a global vision and a greater knowledge of it. Furthermore, it is beneficial for students since Irish culture contains many enriching and valuable aspects for the development of students' learning.

In short, culture could be introduced in the classroom following different methods. In this way, teachers could adapt their classrooms to the methods that they think they will be effective with their students. Moreover, it is important to cover as many cultures as possible because it will be beneficial for students, so it will help them to improve the acquisition of the foreign language. For this reason, this project will be focused on the Irish culture and the different cultural aspects, that will be covered, will be discussed in the following sections.

4.3. Irish myths

Ireland is a country which contains a rich cultural background and comprehends many different cultural aspects. Some of the most notable aspects are the myths and legends that are linked to the country. A myth is “an ancient story or set of stories, especially explaining the early history of a group of people or about natural events and facts” (Myth, 2023), it has similarities with legend that is “a very old story or set of stories from ancient times, or the stories, not always true, that people tell about a famous event or person” (Legend, 2023).

In Ireland the myths are organised in different cycles due to the large number of stories, journeys, battles, celebrations and visions among others, that exist in its mythology. These cycles are the Mythological Cycle which deals with the stories of the ancient gods and the origins of Irish people, the Ulster Cycle which comprises heroic stories of Conchobar mac Nessa (the king of Ulster) and the great hero Cuchulainn (the son of Lug), the Finn Cycle which includes the stories of the provinces of Leinster and Munster, the Saints Cycle which encompasses the stories about religion, and the Kings Cycle which contains the stories about the different Kings of Ireland (McCafferty, 2010). All of them comprise the Irish mythology, creating a varied and heterogeneous collection that has survived to the present day. Furthermore, these myths “consistently demonstrate the importance of language, poetry, and rhetoric in the most ancient periods of Ireland” (Johnson-Sheehan and Lynch, 2007, p.235).

Nowadays, people see these tales as fictional or fantasy stories that are impossible to be real. Although the attitudes to these myths have changed through the years, it should be noted that in the past people believed these stories and for them “events occurred just as described in the tales, no matter how magical or unlikely they seemed” (McCafferty, 2010, p.2). These tales were their historical background, and they were handed down from generation to generation. Moreover, with some of the tales, people thought that the characters that appeared in the stories were “personifications of physical forces or even abstract qualities” (McCafferty, 2010, p.5).

This all changed with the Catholic Emancipation Act of 1829. Since this, Irish catechisms were against the fairy tales because the official doctrine was “disseminated and monitored through sermon, pastoral visitation, confession, confraternities, book societies, schools, and hospitals” (Correll, 2005, p.2). In fact, according to *The Christian Doctrine* (1862) it was prohibited “any attention to witchcraft, to charms, to dreams, or to any words or signs for a purpose to attain which they have no efficacy or virtue from nature, or God, or the Church” (as cited in Correll, 2005, p.2). In this period, religion advocated facts and evidence that reflected the events and no longer uncertain stories with mythological characters.

In summary, myths are a part of the cultural background of Ireland. As they were transmitted from generation to generation, many of them have survived to the present day, although there was a period in which religion wanted to exterminate them. Thanks to the ones that have prevailed up to the present, it could be appreciated how people understood different aspects of the daily life of their times. For all these reasons, myths are a notable cultural element that should be addressed more in the classroom.

4.4. St. Patrick's Day

Nowadays, St. Patrick's Day has become a worldwide celebration. This festivity started because immigrants wanted to feel connected to their homeland, Ireland, so they began to organise parades on this special day in the cities to which they had moved (Butler, 2012). From then on, these parades have become very famous around the world and have been held in different countries.

To understand why this day has turned into a wide festivity, in this section will be explained the story of St. Patrick, the legends that were created about him, why is the colour green associated to Ireland and the creatures that are also related to St. Patrick's Day, leprechauns.

4.4.1. Story of St. Patrick

St. Patrick was a man who was a Brittany noble's son who was captured and taken into Ireland. There, his oppressors sold him as slave, so he lived through many hardships. For this reason, it is said that God had mercy on him and when he was able to get out of slavery and escaped from Ireland, He had already made him a Saint. At the age of sixty, St. Patrick returned to Ireland after he saw a vision of the Holy Spirit because he was supposed to instruct the Irish and convert them to Christianity (Conway, 1883). St. Patrick died on March 17, although the year is uncertain, which is the date in which the festivity is celebrated, but by the date of his death he has already established several monasteries, churches and schools in Ireland (Butler, 2012).

Nevertheless, it is uncertain if **St. Patrick** really existed or not. According to Conway (1883), there is no Irish writing that discusses the missions of this character. In contrast, the name of '**Palladius**' does appear in them. He was a Christian missionary, as St. Patrick was, who was commanded by the Pope Celestine to go to Ireland to inculcate Christian religion. Moreover, there is no ecclesiastical writing after his supposed death that relates all the actions he carried out in Ireland, so his existence today is doubtful (Conway, 1883).

As a result, this character has become a world-famous character, even though there is little evidence of his real existence. However, it could be mentioned that St. Patrick is a fundamental figure in Irish culture and the celebration of his saint's day is one of the most representative symbols of the Irish country.

4.4.2. Symbols of St. Patrick

Within the festivity of the character of St. Patrick, many stories about him have emerged. One of them is that he chose the shamrock as a symbol of the Trinity of the Christian religion. Since then, the shamrock has become a symbol that represents the whole country (Butler, 2012). According to Crocker (1862), this symbol is also related to the meaning of good luck and with the famous creature of leprechaun that will be described in the last subdivision.

The second story is that St. Patrick expelled all the snakes from Ireland. This one “can be interpreted as symbolic of the new religion of Christianity superseding the older pagan religion” (Butler, 2012, p. 87). As a symbol of Christianity, St Patrick has, in some areas considered holy, statues with his image. According to this author, Butler (2012), marches are also held to these religious sites as in Spain, the pilgrimage route to Saint James’ Way.

To close this sector, St. Patrick was the creator of some of the most representative symbols of the country. It is also shown the importance of Christian religion within the country and how it has been promulgated to its inhabitants throughout its famous stories.

4.4.3. Green colour

Ireland has always been associated with the green colour. It is not clear when this association with the colour green began but this country is known as “the Emerald Isle” due to its verdant green landscapes (Butler, 2012). Moreover, green is associated with the fairies and mystical creatures of Northern Ireland, as it has been already clarified Ireland has a great mystical culture. These creatures were dressed in green clothes, but they always wear something red that most of the times was their hair or their beard (Hutchings, 1997).

Another aspect of this colour is that during St. Patrick’s Day, everyone wears green or green clothing and there are also people who includes the shamrock on their clothing. As Hopkin (1989) states “the Irish people, in the eighteenth century, chose the colour green, the shamrock and Saint Patrick to symbolise their separate identity as a nation” (p106), (as cited in Butler 2012, p.94). Since then, these symbols continuing representing Ireland and their values.

As it could be seen, green colour is related to different elements of the country which are representative of Ireland. This is why its association and cultural transcendence is evidential so, it has been spread all over the world.

4.4.4. Leprechaun

Leprechauns are characters from Irish mythology and culture, and they are a popular symbol during St. Patrick celebrations. They are considered part of the fairies and fairy creatures' world. They are also recurrent characters in Irish folklore, appearing in a multitude of tales and legends. They are represented as small human beings (also known as elves). They are almost always elderly men with a red-haired beard dressed in traditional Irish clothing: top hat, jacket, shorts, all in green, and black shoes with a large gold buckle. They also often wear a symbol of good luck, the four-leafed shamrock (Crocker, 1862).

They are generally said to be evasive creatures, preferring to remain hidden from humans, and they can also disappear in seconds. They have always been renowned for being skilled craftsmen and blacksmiths, as they are said to possess magical abilities, especially when it comes to metalworking and shoemaking (McAnally, 2006). Indeed, Winberry (1976) states that these characters' occupation in Irish folk was repairing and making shoes.

Leprechauns are also described as playful and mischievous creatures who like to play jokes and tricks. It is unclear whether they are malicious or benevolent beings, as both honourable and immoral stories are told about them. Moreover, according to Irish folk tales, these creatures are guardians of a treasure, as they are extremely wealthy. They keep their treasures in pots full of gold coins, hidden at the end of the rainbow, and the legend said that whoever finds them could ask for any wish and obtain the gold (McAnally, 2006).

In short, leprechauns have become a symbol of Irish culture in countries all over the world, especially on St. Patrick's Day. Besides, leprechauns are used as a complemented element in teaching history or mythology of Ireland which benefits the spread of its culture.

In conclusion to this whole section, St. Patrick's Day is a very important cultural holiday, not only in Ireland but also all over the world. As this day is so widely known, it could be easier for the students to be informed about it and they could be interested in learning more about its history. It also presents a wide variety of characters and symbols which could be very enriching for the students when learning new vocabulary. For all these reasons, this celebration should be one of the cultural elements present in the teaching of English as a foreign language due to its cultural enrichment benefits.

4.5. Irish language

In this section, it will be introduced part of Irish language history and evolution and then the most relevant characteristics of it such as the spelling, pronunciation, mutations, and syntax.

Irish was the official language of Ireland until the seventeenth century with the English conquest. Since then, Irish people began to adopt English as their official language, although by late eighteenth century some of the regions of the west and south of Ireland maintain the Irish as their authentic language (O’Sullivan, 2020).

In the late nineteenth century and the early twentieth century, according to O’Sullivan (2020) Irish began to regain importance and after the Independence of the country it was considered the official language in the Republic of Ireland again. As Pecnikova and Slatinska (2019) states this fact is reflected in the Irish Constitution of 1937. However, although the language has been reintroduced in schools and declared one of the official languages of the European Union in 2007, it has not recovered the impact it had in its origins (Pecnikova and Slatinska, 2019).

Irish language has been determined as an endangered language by the *Atlas of World’s Languages in Danger* (2018). The main reason of this issue is considered to be the “small number of households in Ireland where the language is transferred from parent to child” (Pecnikova and Slatinska, 2019, p. 43). As O’Sullivan (2020) indicates in the census of 2016, only 1.7 million of the 4.7 million of inhabitants of the Republic of Ireland admitted that they were able to speak Irish but only 73,803 used this language on their daily lives as Central Statistics Office (2019) denoted. In fact, this author (O’Sullivan, 2020) affirms that “there are no monoglot speakers of Irish today” (p.57). Nevertheless, this language has different dialects and its own characteristics of which some of them are going to be explained next.

- Spelling and pronunciation

Irish spelling has similarities with the English one as some of the consonants are pronounced the same. However, Irish alphabet lacks the letters “j, k, q, v, w, y, and z” (McCone, 2005). In relation to Irish pronunciation, when it comes to pronounce some of the letters of a word that are not commonly used, they are replaced with the closest phonetic sound. Moreover, one of the peculiarities on the written language is the acute accent which in some cases it lengthens the vowel sound but in others could change its quality (McCone, 2005).

- Mutations

This language has also their own consonants mutations. There are two types: lenition and nasalisation. As McCone (2005) explained the first one deals with the change in the fricative consonants. It could occur between “two closely connected words such as article plus noun, or noun plus adjective” (p.17), in these cases the vowel between them is lost (McCone, 2005). The second type is also known as ‘eclipsis’, as this author (McCone, 2005) describes, it consists of the voicing of the voiceless consonants.

- Syntax

In this linguistic aspect, it could be also found some peculiarity. Regarding the syntax of this language, McCone (2005) manifest that it does not follow the traditional English order SVO (Subject -Verb - Object) instead it has its own organisation VSO (Verb-Subject-Object).

In conclusion, the Irish language is an immense cultural element that has survived the challenges of time. Therefore, it is expected that Irish will continue playing a crucial role in Ireland’s identity and linguistic diversity, both in the present and in the future due to the efforts that are made to preserve and revitalise it.

4.6. Slangs

Slangs are also known as argots. These terms are unique to certain communities, and they are developed to express ideas in a creative way. They could include new words, modifications of existing words, abbreviations, or metaphors. They are considered to be ephemeral as they change quickly with the passage of the time. For this reason, it is difficult to communicate using them with people who are unfamiliar to them. Through this sector, it will be determined slangs’ history, their evolution and Irish slangs.

The term slang means a “very informal language that is usually spoken rather than written, used especially by particular groups of people” (Slang, 2023). The origin of this term is unknown, as it has been used since immemorial times, nevertheless, the first time it appeared in written form was around 1800 referring to speech of criminals and disreputable people in London (Maurer, 2021). Slang was in general an informal, vulgar or unconventional language used by marginalised or delinquent groups. It came from Romany or gipsy speech, with a combination of Anglo-Saxon, Latin and French (Hotten, 1870). Although, there are different linguistic forms of creating this language, according to Maurer (2021) it could be by using

metaphor or similes, distorting sounds in words, using acronyms, hyperboles, metonymy or borrowings from foreign languages among others.

These groups belonging to lower social classes decided to develop their own idioms and colloquial terms to create their own identity. In fact, there could be distinguished two types of slangs within these marginalised groups: the back slang and the rhyming slang. The first one, was used by costermongers and the second one by vagabonds. These groups also created this language to be capable of communicating with each other so that the police could not understand what they were saying to each other (Hotten, 1870). In this way, they could both exchange information knowing that it will be only understood by people of the same social class. These languages have been also used by different authors, such as Shakespeare, when their plays contained characters from the lower classes (Hotten, 1870). Therefore, although it was a language used mainly by the lower social classes, its existence was known by the rest of the classes even if they did not know their meaning.

Nowadays, slang has expanded due to globalisation, and it is no longer only used by the lower social groups. It is still an informal language, but it has evolved, and it is widely available to everyone. Indeed, Irish people are known for their creative and humorous way of expressing themselves, hence slangs or argots play an essential role in the culture and everyday language of Ireland. Although, English is the predominant language in the country, Irish has a significant influence on the local vocabulary and as MacDougall (2007) indicates, Irish has also influenced American English. MacDougall (2007) relies on Cassidy's book *How the Irish Invented Slang: The Secret Language of the Crossroads* in which it is explained that thanks to the Irish immigrants that went to America, many of their vocabulary and expressions were integrated into American society, particularly in the slums. Irish could therefore be considered as an important language which has had a great influence on different expressions and vocabulary.

It should be noted that the Irish language is no longer practised in some parts of Ireland. As Dörflinger (2015) claims that the Irish government wants to keep Irish culture, as well as its language and traditions, alive among the inhabitants of the country. At this point Irish slangs will be also considered as they are part of the Irish language. It should be born in mind that depending on the region where slangs are used, they could vary because they usually have different pronunciation and phonetics or perhaps the meaning could change due to the social context of that particular geographic area (Dörflinger, 2015). In general terms, Ireland has a

huge cultural background that should be preserved by all its inhabitants as the Irish government wants to achieve it.

In conclusion, slangs are an important cultural element because they are considered to be ephemeral. Hence, it could be interesting for students to understand that there are other types of jargons in the foreign language, just as there are in their own mother tongue and see how they have changed with the past of the years. Therefore, it has been decided to work in this aspect in the lesson plan that will be developed later in this project, focusing on Irish slangs.

4.7. Cultural values

In Irish culture, as in all other cultures, there are some unwritten rules that influence the way of communication, attitudes, and behaviour, in this case in Irish society. These are deeply established cultural values which are important to bear in mind when studying and teaching Irish culture. Through this section it will be explained some of them which are first, religion, second, politics, ideology, and sectarian division, and finally, sexuality, abortion and public displays of affection.

First of all, religion has traditionally been a key aspect of Irish culture, as there is a strong religious heritage, and certain issues related to the faith and the church could be considered 'sensitive' to discuss. Therefore, criticism and/or disrespect towards religion, the authority of the Catholic Church or openly discussing certain controversial issues could be considered inappropriate (Scanlan, 2006).

In relation with the second point, Ireland's history has been conditioned and affected by political conflicts, such as the one in Northern Ireland, known as 'The Troubles'. Discussing issues, such as this one in some contexts, requires a certain sensitivity and respect for the diversity of opinions, perspectives and experiences in the communities involved. Likewise, political and ideological divisions related to both historical and current issues could lead to tensions and tense debates, so these issues need to be treated with consideration and awareness (Honohan and Rougier, 2010; Komito, 2014).

Finally, and perhaps one of the most controversial issues, and one that has changed significantly in recent years, is the issue of sexuality. Irish culture has always traditionally tended to be more conservative, due to its strong religious connection. As a result, openly discussing issues such as sexual orientation, divorce or abortion could be considered 'taboo' in

some circles. The same happens with public displays of attention, which, although there is no legal prohibition in this regard, it is important to note that Irish society has a tendency to be more 'discreet' in this sense. However, it should be emphasised again that this cultural value has now evolved, particularly in urban areas and among younger generations (Porter, 1996; Inglis, 2005).

In conclusion, cultural values represent a very significant fact of each country. In this case, in Ireland, they are related to its past and its history, so it is essential to respect them, to understand them and to know how to deal with them. For these reasons, these cultural aspects should not be ignored and should be included in what students are taught in class. In this way, students will have a better comprehension of the country's culture and they will be able to think about it.

4.8. Educational methods and approaches

During the years, foreign language teaching has evolved a lot. It has experimented a higher evolution due to the changes that occurred in educative theories, the comprehension about how languages are acquired and the incrementation in the use of ICTs. This evolution is a result of the encouragement of effective communication and enhanced cultural comprehension that nowadays is one of the objectives when teaching a foreign language. Bearing this in mind, some of the methods and approaches that have been applied during this project will be detailed as follows.

Constructivist approach

One of these methodologies is the constructivist approach. Using this method in teaching a foreign language, students are considered as active participants in the learning process. The main idea of this approach is that the students are able to construct their own knowledge through the interaction with the environment and the language. In fact, according to Khalid & Azeem (2012), constructivist approach "is more feasible in engaging the students in innovative and creative activities" (p.170).

To create an environment in which the students could explore, experiment or discover the language themselves following the constructivist approach, teachers have developed different types of learning such as project-based learning, task-based learning, cooperative

learning, thoughtful learning or using authentic materials. In this project, it is going to be discussed two of them: task-based learning and cooperative learning.

Task-based learning

Through the task-based learning approach, students are able to develop their communicative skills. The reason is that they have to make practical activities collaborating with their classmates because most of the activities are carried out in groups or in pairs. Moreover, according to Lai and Li (2011) this approach is becoming increasingly connected to new technologies due to for students is easier to understand the tasks.

Furthermore, to achieve this approach some steps must be considered. First, the final activity has to be designed bearing in mind the level of the students and the materials that are needed to make the activities. Second, the objectives that the teacher wants to reach with the final activity must be clear for the students. Third, distribute the students into groups or pairs to do the activity. Fourth, the instructions need to be clear, and the teacher is required to help students whenever it is necessary. Fifth, after the activity has been done, the teacher as well as the students will provide feedback about it. Sixth, the teacher integrates what the students have learnt in the activity to other situations to evaluate the students' progress.

Considering what has been said, task-based learning could be considered a complete approach to implement in the classroom. It is an approach that motivates the students, promotes the development of students' skills and helps them to think about what type of activities they are doing and see if they have problems with them. For these reasons, this approach "has become a widely discussed approach to teaching foreign and second languages" (Comer, 2007, p. 181).

Cooperative learning

During this project cooperative learning will be used. The reason is that this approach could be an important strategy in teaching English as a foreign language due to it encourages interaction and collaboration between the students. In fact, Oxford (1997) explains that "cooperative learning has taken on the connotation of a set of highly structured, psychologically and sociologically based techniques that help students work together to reach learning goals" (p.444)

Through increased interaction, students could improve their skills in English communication. They could develop discussions or projects so they could practice the language naturally, but they could also feel more comfortable speaking aloud with their classmates without fear of being judged. Moreover, with this approach the students are involved in the learning process, so they get an active learning experience. Cooperative learning is related to the teamwork and the roles that students have in their groups but also with a positive interdependence. This also increases the support between students that could improve their relationships, they could learn from each other, but also, they could develop social abilities such as empathy or learn how to work in groups (Oxford, 1997).

Synthesising, using these approaches in the English as a foreign language classroom could be highly beneficial for learning the language. Each of these approaches provides different mechanisms for students to employ during their language teaching and learning. In addition, most of the approaches motivates students while learning new concepts, which makes language acquisition more effective.

4.9. New age: Technologies within the classroom

At present, new technologies are acquiring major relevance in our daily lives. This is why more and more people learn how to use electronic devices at an earlier age. Due to this situation, as the world is evolving, new technologies have also been introduced in the classrooms and are becoming increasingly present as it has been seen in task-based learning approach. Moreover, as it is indicated in The Earth Institute (2016) “Through ICT, the learning space is no longer limited to a traditional classroom, shifting educational delivery to the palms of every individual” (p.49). In this way, ICTs allow teachers to create and innovate more than in the past.

Students are used to utilise these new technologies. Using them in the classrooms motivates students to learn more because they tend to pay more attention to the teacher’s explanations, so their learning improves. Moreover, nowadays there are many interactive tools and applications that can be very useful for classroom use such as *Kahoot!*, *Wordwall*, *Mentimeter*, etc. These tools can be related with gamification with which according to Kingsley and Grabner-Hagen (2015) is a way to create an engaging learning environment because the students feel more motivated, and their skills improve. Moreover, these authors states that with

gamification students learn the different contents without realise that they are learning while they are playing so there is a better acquisition of the contents.

To come to an end, the usage of new technologies in the classroom has proved to be a helpful tool to improve the teaching and learning process. The use of technology in the classroom prepares students for the digital world which exists today, equipping them with key abilities for their personal future and professional development. Nevertheless, it is crucial that the utilisation of new technologies is done in a conscious and controlled way, guaranteeing an educational environment that encourages human interaction, critical thinking and creativity.

5. METHODOLOGICAL FRAMEWORK

During this section, the lesson plan that has been designed for this project will be explained in detail. It will be introduced an introduction of the lesson plan, the class and the level of the students, the legislative framework used, the different key and specific competences that will be developed, the different contents of the lesson plan, the different methodologies that will be used, the objectives of the curriculum and of the lesson plan, the timing, the different activities, the materials, the evaluation and the attention to diversity.

The lesson plan is based on the Irish culture and St. Patrick's Day due to the importance of knowing different cultures in the actual globalisation society. The main aim of this project is to make students conscious of the fact that culture is a valuable tool when it comes to learn a second language and it could improve their acquisition of that language. For this reason, there have been developed activities which students could find motivating and with which they could see different aspects of Irish culture.

5.1. Introduction to the lesson plan

Through this lesson plan, students will learn about topics such as Irish slangs, politeness or impoliteness rules of Ireland, Irish legends, the description of a character and the different uses of modal verbs. The students will reflect all these topics in the creation of a character related to St. Patrick who has superpowers, and it must be introduced in a dialogue that they have to create using the different rules of politeness or impoliteness rules of Ireland.

Almost all the activities are designed to be done in groups so this project will require not only learner autonomy in research and cooperation, but also conflict resolution when it comes to group work. As there are twenty-five students, they will be arranged into five groups

of five people. Furthermore, the lesson plan will be conducted during the second term of the course since St. Patrick's Day is celebrated on 17th of March and it is one of the topics of the lesson due to it is related to Irish culture. Moreover, the lesson plan contains six sessions in which the development of the activities, the participation of the students and their progress in class, the written production in the formal description of their character and the oral presentation of the final task will be evaluated through observation in class, different rubrics, and a peer assessment between the students in the final task.

The students will be arranged into five groups of five people. To create more responsibility among students within their groups, each one will have a different role, so it is ensured the participation of every learner. The different roles are "spokesperson", "secretary", "helper", "controller" and "coordinator". They will also work with a "kanban board", specifically designed as a support tool for the final task. The "secretary" of each group will be in charge of moving their group's pot-it to the corresponding place in the "kanban board". In this way, the attention, management, and responsibility of the students in the classroom will be increased and they will feel important because of their role in their group. In addition, using this method students will feel more motivated to complete the different activities to create the final task.

All the sessions that will be implemented within the lesson plan will be explained in detail in the following. They will include the number of activities they contain, the different competences that students are acquiring with the activities, how the students have been distributed in the class, the materials needed to complete the activities and the time that students will have available to perform each activity. Regarding the evaluation of this lesson plan, the different tools, that have been used to conduct it, have been created by the teacher following the norms of the current educational law. Likewise, all the materials used in this lesson plan will be designed and included in annexes.

5.2. School contextualization

This project will be carried out in a public high school which is located in Valladolid near the city centre. This educational centre provides a wide range of educational programmes, including CSE and Bachillerato, as well as a diverse range of middle and higher levels of VET. The school's organization consists of three groups per year in CSE, six groups in Bachillerato (one per year in the Sciences' speciality, and two per year in Humanities and Social Sciences'

specialities) and seventeenth groups of VET, distributed among the different specialities. In total there are approximately 800 students in the school and as it is located in the centre of Valladolid their economic level generally is medium-high.

In accordance with Real Decreto 83/1996 of 26th January (BOE of 21st February), the school is composed of the following coordinating entities: 1. General Departments (comprising Guidance and Complementary and Extracurricular Activities); 2. Professional Family Departments (consisting of Mechanical Manufacture, Building and Civil Works, Electricity and Electronics); 3. Didactic Departments (composed of Drawing, Biology and Geology, Physical Education and Sports, Physics and Chemistry, French, Geography and History, English, Spanish Language and Literature, Mathematics, Music, Technology, Labour Training and Guidance, Economics, Philosophy, Latin, Greek, and Classical Culture). There is also a bilingual section in English.

In terms of equipment, the high school has the following facilities: technology classroom, plastic arts classroom, music classroom, computer classrooms, audiovisual room, language classroom, drawing classroom, indoor sport hall, library, physics laboratory, natural sciences laboratory, metal workshop classrooms, electricity classroom-workshop, electronics classroom-workshop and building classroom-workshop. In addition to all this, it also has guidance department, individual attention to students through tutors, support groups and the learning and performance improvement programme, a department of complementary and extracurricular activities, a business relations department and an association of parents of students.

5.3. Classroom contextualisation

The lesson plan has been designed to be carried out in a public high school that includes CSE, *Bachillerato* and VET. In this case, the classroom which has been chosen for developing the lesson plan is 3rd CSE as the students have in general an A2+ level of English and it is considered a good English level for the proposed activities. Their age is considered appropriate from learning and comprehending the different aspects of the Irish culture.

There are twenty-five students in the classroom and one of them has attention deficit hyperactivity disorder (ADHD). These types of students have problems of maintaining attention, hyperactivity, and underachievement so the teacher has to be aware of the differences that these students may present concerning her learning. Therefore, for this cause all the

activities will be adapted for her needs and the adaptations will be explained later. In this manner, she could participate and take part in the final task with the guidance of the teacher and her classmates, but without interfering with the dynamics of the learning process.

Regarding the layout of the classroom, the one in which students are is a very spacious one, so it will be easier for them to join the tables with the members of their respective groups for working cooperatively. In addition, the classroom has a digital whiteboard and a projector, which will be helpful when it comes to carrying out certain activities of the lesson plan. In spite of this, there will be some sessions of the lesson plan in which it will be necessary to go to the school's computer room. The reason is that the students themselves will have to complete certain activities with the computers. The school's computer room is equipped with a computer for each student. Nevertheless, it will not be necessary to use of all of them, as the students will be working in groups, and they will be able to share the computers so that they could help each other in the different activities of the corresponding session.

5.4. Legislative framework

During the whole project the current education law in the Spanish education system will be followed. In particular, the educational legislation applicable to this course is the *Ley Orgánica por la que se Modifica la Ley Orgánica de Educación* (LOMLOE). This law was approved in Spain on 3rd December 2020 and entered into vigour on 19th January 2021. Regarding the national context (MACRO level), the legislation considered is *Real Decreto* 217/2022 of March 29th, by which the organization and teaching of CSE (Compulsory Secondary Education) are determined. This legislation has been examined as a way of having a general context of Spanish education, as well as having an overview of the general and pedagogical principles, the objectives and the organisation of the courses.

It is necessary to mention that within the high school, the class that has been chosen to implement the lesson plan of the subject of English as a foreign language is 3rd CSE. Therefore, at the regional context (MESO level) the current *Decreto* 39/2022 of Castile and Leon has been also determined for the weekly timetable, which establishes that 3rd CSE students must have 3 hours of Foreign Language subject per week. In this case, the school established the hours on Monday, Wednesday and Friday.

5.5. Key competences

Key competences are the description of the combination of knowledge, abilities or aptitudes, and attitudes suitable to the context, which all individuals need for their personal fulfilment and development. These competences also promote an active citizenship, social inclusion and employment. Therefore, the key competences, established by the *Decreto 39/2022*, that will be used during the lesson plan will be presented below.

Linguistic communication competence

The aim of this competence is to ensure that people are capable to communicate and interact with each other in a cordial and respectful manner in all social and cultural contexts. This communication may occur in their own language or in a different language. It is intended to help people to consider their own knowledge and to obtain their own thinking.

Plurilingual competence

This competence has similarities with linguistic communication competence. Nevertheless, its main aim is that different languages are used appropriately and effectively for individual learning and communication. It also advocates for respecting the linguistic and cultural diversity of society to create an atmosphere of esteem.

Digital competence

Digital competence includes among others the creative, healthy, safe and responsible use of new technologies. They are also a tool for integration and participation in today's society, which helps to create computational and critical thinking.

Personal, social and learning to learn competence

The aim of this competence is to be able to reflect on oneself. It also includes learning to manage time and the information that is available to cooperate effectively with others. It also includes the ability to deal with the uncertainty and complexity of certain situations, as well as to adapt to them and learn from them.

Cultural awareness and expression competence

Within this competence, the intention is that different cultural expressions, ideas and emotions are accepted, respected and tried to be understood. This will create a feeling of belonging to society and playing a role in it.

5.6. Specific competences

Specific competences help to identify the different skills that students have to develop in different situations or activities of the subject. In the following, the specific competences established by *Decreto* 39/2022 (page 49252), which will be applied during the lesson plan, will be introduced.

Competence 1. Understanding and interpreting the general meaning and most relevant details of texts expressed clearly and in standard language, looking for reliable sources and making use of strategies such as inference of meaning, to respond to specific communicative needs.

Competence 2. Producing original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, to express relevant messages creatively, appropriately and coherently and to respond to specific communicative purposes.

Competence 3. Interacting with others with increasing autonomy, using cooperative strategies and employing analogue and digital resources, to respond to specific communicative purposes in respectful exchanges using the rules of courtesy.

Competence 6. Evaluating critically and adapting to linguistic, cultural and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, to act in an empathetic and respectful way in intercultural situations.

5.7. Contents

The contents included in the present educational law are three: Communication, plurilingualism and interculturality. During this lesson plan, the three mentioned contents will be addressed. Specifically, within the communication content, learners will be expected to use common strategies to deal with planning, executing, monitoring and repairing comprehension,

production and co-production in oral, written and multimodal texts. Learners are also intended to understand lexical terms in common usage so that they could use them in everyday life situations such as interpersonal relationships, leisure and free time, health, and physical activity, at home or with new technologies, among others.

The plurilingualism content is focused on making learners able to deal with communicative situations in the foreign language to which they must be capable to respond effectively, using strategies and techniques according to their level. Additionally, learners will be able to create strategies to identify, organise, retain, and employ different lexical units, morphosyntactic units or sound patterns based on comparisons of their linguistic repertoire.

Lastly, the interculturality content will be addressed in such a way that the foreign language is understood as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment. In this way, the three contents established by the educational law will be achieved in the proposed lesson plan.

5.8. Methodological considerations

The lesson plan is designed on the basis of the **task-based learning model**. In each session, students will receive different information that will be **gradually increasing** its **difficulty** until they reach the final product: the dialogue using the politeness rules in Ireland in which they include the description of the character they have created in relation to St. Patrick. Since students are going to work in groups, the teacher will be responsible for assigning the members of each group. Group work is intended to promote respect and tolerance among the students since they will have to do the different activities and the final task in groups, and they must respect their classmates and their different opinions.

During the lesson plan **constructivist approach** will be implemented. It is necessary for the students to be the protagonist of their own learning and to explore the world around them so that this approach is used. The topic of the Irish culture, in combination with student's knowledge from other subjects, will support situated learning in which students will construct and reinforce their knowledge. The lesson plan will also encourage cooperative learning since most of the activities are going to be developed in groups, students could help each other to complete them. Throughout the sessions, **teacher-students tutoring** will be also implemented.

In this sense, the teacher will be only the person who guides students during the activities so that they could build the basis of their learning.

5.9. Presentation of the lesson's plan

In this part of the project, it is going to be explained the different objectives to be achieved with this lesson plan, the different activities that are going to be design for the lesson plan, the timing in which it is going to be carried out, the resources needed for develop all the activities, the evaluation of the lesson plan and how it has been adapted to diversity.

5.9.1. Objectives

Curriculum objectives

In accordance with Article 7 of *Real Decreto 217/2022* page 8, the stage objectives are established as follows:

- a) Assuming their duties responsibly, knowing and exercising their rights while respecting other people, practising tolerance, cooperation and solidarity among individuals and groups, to engage in dialogue by strengthening human rights as common values in a pluralistic society, and to prepare for the exercise of democratic citizenship.
- b) Developing and consolidating habits of discipline, study, individual and teamwork as a necessary condition for the effective performance of learning tasks and as a means of personal development.
- c) Valuing and respecting the difference between the genders and the equality of rights and opportunities between them. Rejecting stereotypes that discriminate between men and women.
- d) Strengthening their affective capacities in all areas of their personality and in their relations with other people, as well as rejecting violence, prejudice of any kind, sexist behaviour and resolving conflicts peacefully.
- e) Developing basic skills in the use of information sources to acquire new knowledge with a critical sense. Developing basic technological competences and to advance in an ethical reflection on their functioning and usage.

- f) Conceiving scientific knowledge as an integrated body of knowledge, which is structured in different disciplines, as well as to know and apply methods to identify problems in the various fields of knowledge and experience.
- g) Developing entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative and the ability to learn to learn, to plan, to make decisions and to assume responsibilities.
- h) Understanding and expressing themselves correctly, orally and in writing, in Spanish language and, where appropriate, in the co-official language of the Autonomous Community, complex texts and messages and to be initiated in the knowledge, reading and study of literature.
- i) Understanding and expressing themselves in one or more foreign languages in an appropriate manner.
- j) Knowing, valuing and respecting the basic aspects of one's own culture and other people's culture and history, as well as artistic and cultural heritage.
- k) Knowing and accepting the functioning of one's own body and that of others, respecting differences, consolidating habits of body care and health and incorporating physical education and the practice of sport to favour personal and social development. Knowing and valuing the human dimension of sexuality in all its diversity. Assessing critically social habits related to health, consumption, care, empathy, and respect towards living beings, especially animals, and the environment, contributing to their conservation and improvement.
- l) Appreciating artistic creation and understanding the language of different artistic manifestations, using different means of expression and representation.

Below you will find the contribution of the subject according to the *Decreto 39/2022* (page 49246) to the stage objectives that will be implemented during the lesson plan:

- Encouraging the development of empathy and curiosity for the knowledge of other social and cultural realities.
- Learning to manage interpersonal relationships in teamwork.

- Developing intercultural communicative competence based on the relationship between students, inculcating respect, tolerance and solidarity for the interlocutor, their customs and culture.
- Developing work, discipline and study habits with the usage of self-assessment strategies and co-assessment tools in the subject.
- Favouring personal development and the growth of affective skills in all environments, promoting respect, equal rights and the rejection of stereotypes.
- Promoting the development of digital competences and reflection on how they work, using digital platforms and research tools among others.
- Developing self-confidence, personal initiative and the ability to learn to learn.

Didactic objectives

The main objective is to make students conscious of the fact that culture is a valuable tool when it comes to learn a second language. At the same time this principal objective is divided into:

- Using active methodologies based on the constructivist approach, task-based learning, and cooperative learning, and promoting critical thinking.
- Creating and designing didactic materials according to the curriculum and the law LOMLOE in which Irish culture is integrated in the subject of English as a foreign language.
- Employing assessment methods and instruments, for evaluating students, that are consistent with the activities following the different criteria established by the educational law.
- Establishing the relevant support measures for diversity, considering the needs of the different students, ensuring all of them will acquire knowledge in a significant sense, creating a positive environment in which participation and integration is promoted.
- Evaluating the proposed lesson plan itself to improve its applicability over time.

5.9.2. Timing

In relation to the timing of the lesson plan, it will be implemented during the second term of the course. The subject of English as a Foreign Language involves a total of three sessions per week (Monday, Wednesday and Friday), each one lasting fifty minutes. The present lesson plan will be organised in six sessions, the first one will start on Wednesday so that the last session would be on Monday to allow students the opportunity of preparing the final task's presentation during the weekend. Although there is a prior planning for the development of the lesson plan, it will be always flexible, and it could be adapted to the time and learning needs of the students as their learning is considered to be the most important of the process. Hereafter, it can be seen the schedule (Table 1) established to execute the lesson plan:

SCHEDULE			
	Monday	Wednesday	Friday
1st Week		1 st Session	2 nd Session
2nd Week	3 rd Session	4 th Session	5 th Session
3rd Week	6 th Session		

Table 1: Schedule of the lesson plan

5.9.3. Activities

During this section, the six sessions that contained the lesson plan will be explained. Concretely, all the activities that will be carried out in them, the theme, the different materials needed in each of them, and the students' organisation will be developed. Underneath, there is a general table (Table 2) with the stage aims, the course, key competences, specific competences, contents, assessment criteria, and the different activities of each session.

Stage: ESO		Level/Course: 3º		Timing:6 sessions	
Stage aims: B, E, G, I					
Key competences			Specific competences		
1			1		
2			2		
4			3		
5			6		
8					
Contents			Assessment criteria		
A) 1, 6			1.1		
B) 1, 2			2.1		
C) 1			2.2		
			3.3		
			3.4		
			6.1		
Activities					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
“What are modal verbs?”	“Alby & Bidy”	“Get the treasure”	“Making pairs”	“Irish legends”	“Speak up about your character”
“Creating a new cloud”	“(Im)politeness”	“Irish slangs”	“Character description”	“Inventing a new legend”	“Be polite!”
“Guess the modal”	“What do you think about creating a dialogue?”	“Continuing the task”	“How is your character?”	“The man who can’t be moved”	“Be a teacher”
“What do you know?”	“Let’s begin”		“Creating your character avatar”		

Table 2: General table for the lesson plan

To explain the different activities of the lesson plan, they will be organized according to the different skills that are worked on in them. Each skill will be explained in detail.

Oral skill

The activities in which this skill is developed are the following: “Guess the modal”, “(Im)politeness”, “What do you think about creating a dialogue?”, “Get the treasure”, “Making pairs”, “Creating your character avatar”, “Inventing a new legend”, “Speak up about your character” and “Be polite”. During all of them, students will be organised in groups. The first one, “Guess the modal” consists of an activity created with *Wordwall* application in which students will have to talk for selecting the appropriate modal verb to complete the whole of the sentence that appear on the screen. Previously to this activity the teacher will have explained

what modal verbs and their uses are. All the sentences of the activity are related to a story based on St. Patrick's Day, so the students started to work with the Irish culture. For this activity, students will need a computer with Internet to complete the activity.

The second one, "(Im)politeness" is another activity created with *Wordwall* application in which students will have to come to an agreement for joining some situations between polite or impolite, following the cultural values of Ireland. Beforehand to this activity, students will have listened to a video of two leprechauns talking about these issues. During this activity, students will also need a computer with Internet to achieve the activity. In the third one, "What do you think about creating a dialogue?" students will be given a sheet with the model of a dialogue and its parts and another one with the sections in pieces, so they have to talk with their classmates and decided the correct order.

In the fourth one, "Get the treasure", students will be given a board with some modal verbs written in it. For the activity, they will have to talk with their member groups and create sentences using the different modal verbs that appear on the board with the Irish cultural values to finish the board path and win a regard. The fifth one "Making pairs" is similar to the fourth one. They will be given a sheet with a board, and they will have to talk with the members of their group to decided which words are pairs. The theme of this activity includes the Irish slangs, cultural values and modal verbs. Both activities have been designed to help students to remember what they have learnt in the previous sessions.

In the sixth one, "Creating your character avatar", students will have to talk to design the avatar of the character that they have already created. For this activity they will need a computer with Internet. In the seventh one, "Inventing a new legend", students will have to talk about the legend that they have invented within their groups. In the two last activities, "Speak up about your character" and "Be polite" oral skill will be used because is the final presentation. There, students will have to recreate their dialogue introducing the description of their character in it.

Reading skill

Reading skill is performed in the next activities: "Guess the modal", "Irish slangs" and "Character description". Students will have to conduct these activities with their corresponding groups. In the first one "Guess the modal", students will have to read the story about St. Patrick

to be able to complete the gaps of the sentence. As I mentioned before, they will need a computer with Internet to complete the activity.

In the second one, “Irish slangs”, students will read a text about Irish slangs and their different uses and to see if they have understood the text, they will have to answer some questions after they finish reading it. In the last activity, “Character description”, students will have to order the different pieces of a description so they will be able to read it and answer some questions about it.

Writing skill

This skill is produced in the following activities: “Creating a new cloud”, “What do you know?”, “Let’s begin”, “Continuing the task”, “How is your character?” and “Inventing a new legend”. Here again, all the activities will be developed in groups. During the first one, “Creating a new cloud”, students will have to write three different modal verbs and at least one of their uses in the *Mentimeter* application, so they refresh what the teacher have explained before and a cloud with their answers is created. In the second one, “What do you know?” students will have to answer some questions in relation to the modal verbs as it is the grammatical point that has been covered during this session.

In the third one, “Let’s begin”, students begin to create the dialogue for the final task, following an exemplary provided by the teacher. They will have to use the different cultural values and the modal verbs and once they have invented their character, they must include it. In the fourth one, “Continuing the task”, they will continue developing their dialogue and thinking about what type of character they will want to include it.

In the fifth one, “How is your character?”, students will have to do a writing making the description of the character that they have previously created for the dialogue. The length of the writing must be between 100-130 words. In the last one “Inventing a new legend” they will have to write the story that they must invent related to the Irish legends. They will also have to do an outline so they could find easier the performing of their story. The vocabulary for creating the legend will be provided by the teacher in a different sheet to make sure that they do not have any problem with it.

Listening skill

Listening skill is developed in the next activities: “What are modal verbs?”, “Alby & Bidy”, “Irish legends” and “The man who can’t be moved”. As in the previous skills, these activities will be carried out in groups. The first one “What are modal verbs?” is the explanation that the teacher will give to the students about the modal verbs. During it, the teacher will ask some questions related to the topic to the students that will have to answer orally.

The second one, “Alby & Bidy”, is a listening in which two leprechauns will talk about the Irish cultural values and later the students will have to do an activity related to it. The third one, “Irish legends”, is a YouTube video about an Irish legend that the students have to listen because later will have to create a similar one. The last one, “The man who can’t be moved” is a song of an Irish musical group that students have to listen and complete the gaps with the different words needed.

5.9.4. Resources

In general, the resources that will be used to implement and put into practice the lesson plan about Irish culture, designed for this final project, are the following ones:

- Classroom of 3rd CSE.
- School’s computer classroom.
- Blackboard.
- Whiteboard.
- Projector.
- Internet.
- PowerPoints made by the teacher for the explanations.
- Worksheets designed by the teacher for the different activities.
- Students’ material.
- Google Teams.
- Evaluating tools.

5.9.5. Evaluation

In this section, it will be explained the different methods that have been designed in this lesson plan both for evaluating the students’ progression during the lesson plan as well as for

assessing each other in the final task. Additionally, it will be explained the weight that this lesson plan holds within the chosen term and the percentages of the different activities.

5.9.5.1. Evaluation type

During the proposed lesson plan, **formative assessment** will be applied by the teacher. The finality of this evaluation type is seen if the students' progress is adequate for the contents or not. Therefore, with this kind of evaluation, the students' own learning or that of the students as a group could be assessed, thereby there is an improvement in the teaching-learning process. This evaluation will be continuous and processual, and it will be implemented in a global manner. Furthermore, the methodological approach of this evaluation type will be qualitative-quantitative because there will be systematic data selection process that will help to demonstrate the fulfilment of the objectives to improve the educational process.

Peer- assessment will be used in the final task of the lesson plan. Throughout this method, it is intended to make students more **conscious** of the **objectives** that they have to achieve in their final task, how they could **improve** them and how **could help each other** to achieve them. In this particular form, the learning process is easier for the students, and they are able to acquire it in a more effective manner.

The worksheet that students will be given to assess their classmates in the final task is a white board on which the students will be asked to colour the spaces, being the smallest one the lower mark and the largest one the higher mark. They will have to consider the following aspects about their classmates' final presentation: if they have been creative when inventing the character and the dialogue, if they have used vocabulary related to St. Patrick with the character, and if they have made use of the Irish rules of politeness in the dialogue.

5.9.5.2. Assessment

The type of assessment that has been employed to evaluate the different activities of the lesson plan are rubrics and teacher's notebook. Using the notebook, the teacher aims to get a more personal assessment of each student and to evaluate the progress of each activity on an individual basis. This will help to know the involvement of each student and if it has changed over the course of the days.

Moreover, rubric method is useful to see the results of the students because rubrics offer benefits such as clarity and transparency in the assessment. The reason for this is that rubrics

describe the specific criteria that will be used to assess the students' work in an objective form. This allows, both students and teachers to concentrate on the most important aspects of the work. Rubrics also provide meaningful remarks, therefore, rubrics offer students specific feedback on their work. They also improve teaching and learning because by assessing students learning, teachers could identify different patterns of their efficiency and could help students to improve them.

Three different types of rubrics have been designed for this lesson plan. The first one is the one for the **daily evaluation** of the students. In this one the material, participation, attitude and effort, time and homework are taken into account. The next one assesses the **writing production** of the students about the description of their character. The following points are considered: the appropriate length of the writing with coherence, clarity and adequacy to the theme, the use of the correct structure and grammar, the use of formal register and the selection of suitable terminology. The last rubric evaluates the **final task** that the students have to develop. In particular, it has to deal with the creation of the character and its inclusion in the dialogue using the politeness rules of Ireland. Specifically, it is focused on: their interventions, the correct structures, the use of formal register, the use of pauses and repetitions, the cooperative attitude and the use of visual aids.

The rubrics have been created on the basis of the evaluation criteria indicated in *Decreto* 39/2022. In particular, the following evaluation criteria has been used:

1.1. Extracting and analysing the overall meaning, and main ideas, and select information from oral, written and multimodal texts on everyday topics, of personal relevance close to the learner's experience, clearly expressed in the standard language through a variety of media. (CCL2, CCL4, CD1)

2.1. Orally expressing simple, structured, comprehensible, coherent and appropriate texts on everyday matters, of personal relevance or public interest close to the student's experience, in order to describe, narrate and inform, in different supports, using verbal and non-verbal resources, as well as planning and control strategies. (CCL1, CP1, CP2, STEM1, CD3, CPSAA1, CE3, CCEC3)

2.2. Writing and disseminating medium-length texts with acceptable clarity, coherence, correctness and appropriateness to the proposed communicative situation, to the textual typology and to the analogue and digital tools used on everyday matters, of personal relevance

or of public interest close to their experience, respecting intellectual property and avoiding plagiarism. (CCL1, CP1, CP2, STEM1, CD2, CD3, CPSAA5, CE3, CCEC3)

3.3. Making themselves understood in simple interventions, even if pauses or repetitions are necessary, correcting what they want to express and showing a cooperative and respectful attitude. (CCL1, CCL5, CP1, CP2, CPSAA1, CPSAA3, CC3)

3.4. Performing guided projects of low complexity, using digital tools or virtual platforms and working collaboratively in safe digital environments with an open, respectful and responsible attitude. (CCL1, CCL5, CP2, CD2, CC3)

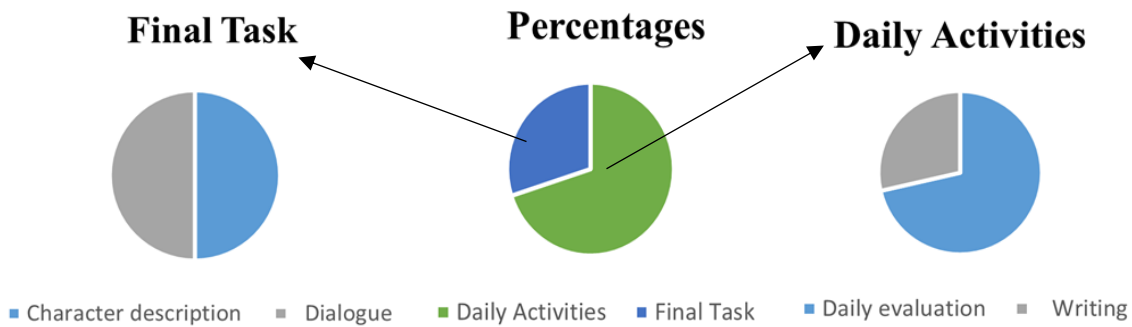
6.1. Acting appropriately, empathetically and respectfully in intercultural situations, building links between different languages and cultures, rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts. (CCL4, CCL5, CP2, CP3, CPSAA1, CPSAA3, CC2, CC3, CCEC1, CCEC2)

These evaluation criteria have been followed because they were the most appropriate for the lesson plan created for this project. Specifically, they assess the specific competences to be achieved through the development of the different activities designed in the lesson plan.

5.9.5.3. General percentages

This lesson plan will be considered as the 25% of the general evaluation of the term. The reason is that it is not an extensive unit, and it is only a part of what will be seen in class during the whole term. The percentages within the lesson plan (Figure 1) are divided into 70% for the activities performed in class and 30% for the final task. Within the 70%, the daily evaluation will represent 50% of it and the students' writing about the character that they have to invent related to St. Patrick will receive the 20% remaining. Regarding the 30% of the final task, which consists of an oral presentation, it will be distributed in 15% for the integration of the character in the dialogue and another 15% for the creation of the dialogue using Irish rules of politeness.

Figure 1. Lesson plan percentages



5.9.6. Attention to diversity

Attention to diversity is comprised with the **combination of strategies** which are implemented to ensure that all students, independent of their individual circumstances, receive an **inclusive** and **high-quality education**. Through attention to diversity, it is recognised that each student is unique and presents diverse characteristics and circumstances that influence his/her learning process. In the classroom, the main purpose of attention to diversity is to support educational equity. In this way, it must be guaranteed that all students have the same opportunities to learn and develop their maximum potential. Besides, attention to diversity also implies promoting **respectful coexistence** and the development of including attitudes among students. Therefore, this not only benefits **students with special educational needs**, but it is also meaningful for all students as it enhances collaborative learning and helps prepare them to live in a diverse and globalised society.

The class in which this lesson plan is presented has a student with special educational needs, specifically with attention deficit hyperactivity disorder (**ADHD**). This student has problems of maintaining attention, hyperactivity and underachievement so the methodology implemented, and all the activities of this lesson plan have been adapted for her needs so she could participate and take part in the final task with the guidance of the teacher and her classmates.

One of the measures proposed in this lesson plan for the student with ADHD is her **location** in the classroom. The student will be seated in the first row and close to the teacher, both in the ordinary classroom and in the computer room. The aim of this adaptation is to **reduce** the student's **distractions** during the class and to **increase** her attention to the teacher's

indications. Moreover, most of the **activities** will be developed in groups that will have been previously organised by the teacher. All the activities designed for this lesson plan are short and specifically guided so in this manner, it will be facilitated the fulfilment of them for this student with ADHD.

Inside these groups, each student will be assigned a role: “president”, “coordinator”, “spokesperson”, “secretary” and “helper”. In each session these roles are going to be changed between the students of the group so that they could experience the different responsibilities of each position and the student with educational needs could feel more integrated within the group dynamics. At the end of each session, the secretaries of the groups will move the post-it which corresponds to their group on the kanban board to show the progress of their group throughout the different activities. Using this measure, it has to be captured the maximum attention of the student with educational needs while working collaboratively with their classmates to achieve different skills.

To clarify the different roles that students must play and the adaptations that will be undertaken during this lesson plan, every session will be explained in detail as follows. In the first session, the adaptation, which will be conducted for the ADHD student, will be to sit her in the front row so that she could follow the teacher’s explanations. In the last activity of this session, this student will receive the sheet with the questions about modal verbs with more space between them so that she will not be overwhelmed by the content. In the second session, the ADHD student will have the role of “secretary”. Additionally, in this session as there are two listening, subtitles will be attached to the videos to adapt them to her so that she can understand them more clearly and pay more attention.

In the third session, the role of “spokesperson” will be played by the ADHD student. Furthermore, for the reading activity about Irish slangs, the student will have a sheet with more space between the exercises and questions of them and divided into groups of two for not being stressed by the content. In the fourth session, this student will have the role of “helper”. In the second activity of this session, the ADHD student will be given the sheet with the guide of the writing with larger and further apart paragraphs, as well as larger font for easier visibility. In the fifth session, this student will have the role of “controller”. For the second activity similar adaptations as the exposed previously will be followed and in the third activity about the song, the adaptability will be done by specifying the different parts of the song and the number of

words in each of the wholes. In the sixth session, the ADHD student will have the role of coordinator.

To guarantee the acquisition of knowledge other measures have been considered during this lesson plan. One of them is the **time adaptation of each activity** to ensure the learning success of each and every student. Another one is to **simplify the content** of the activities that students find too complex and difficult to understand. Another option could be the adaptation of the **length of the activities** in the ones that the students have more problems to finish them.

In conclusion, attention to diversity in the classroom during this lesson plan aims to provide comprehensive and equality-based education for every student. To achieve these goals all the activities have been adapted accordingly, where necessary so that the student with educational needs could participate in all of them and take part of the final task. Finally, the intention of this lesson plan is to promote courteous coexistence in the classroom, with the aim of supporting the integral development of each student and building a more including society.

6. CONCLUSIONS

As a result of this Master's final project, a series of conclusions have been obtained about the proposal of the lesson plan. More specifically, about the reaching and learning of the Irish culture in the subject of English as a foreign language. First of all, culture should be more present in the classes of this subject. The reason is that it has been shown that culture could have important benefits for students' acquisition of a second foreign language. Moreover, culture helps students to comprehend the cultural differences that exists between countries, which is important for them as the world becomes increasingly globalised.

Secondly, Irish culture is considered to be an important cultural element that should be included more often in the classroom. The culture of Ireland has many enrichment aspects that could be beneficial for students as knowing the different values of that country. This culture also helps them comprehend the history and evolution of the country and see how it has evolved. It has to be mentioned that the Irish culture includes a wider range of cultural aspects but in this project have been treated the ones who were considered more interesting for students.

Thirdly, group work and cooperative learning are methodologies that help students to acquire knowledge in an easier way. It has been shown that with the peer-to-peer work, students

understand better the new concepts taught in class, as they could explain to each other the notions that they do not understand. Nevertheless, this does not mean that the teacher has no responsibility for the students' acquisition of the new concepts, since the teacher must be aware of what students have understood is the correct explanation or, on the contrary, re-explain it to them for their understanding. In fact, the teacher is supposed to guide the students during the whole teaching process.

Fourthly, the activities must be coherent during the whole lesson plan. Activities must be related to the present educational law, and they must ensure that students acquire the different competences established in the law. Furthermore, during the design of all of the activities, the teacher must also pay attention to the educational law to establish the can-do statements with which the different activities will be evaluated at the end of each one.

Fifthly, student participation in the class is essential for the development of the activities of the lesson plan. To encourage their participation, their motivation is crucial. Through the introduction of ICTs in the classroom and the creation of stimulating activities for the students, their motivation will increase and so will their participation, creating an active involvement among them. In addition, thanks to motivation and participation, students unconsciously will acquire better the new concepts seen in class, resulting in a more efficient learning.

To conclude, it is crucial to evaluate the lesson plan itself as well as the educational process, to improve its application in the future. The reason is that not all students are equal, so the same methodologies do not have to work in the same manner in some classes as they do in others. Besides, the educational law could be changed, so the activities might have to be adapted to the modifications that would be implemented. Lastly, teachers must adjust all their materials to the specific needs of each class in such a manner that all students feel integrated in the classroom.

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APPENDICES

Appendix 1. Tables for each session

Session 1			
Specific competences 1 2 3	Can do statements		
Competency descriptors CCL1, CCL2, CCL4, CCL5, CP1, CP2, CD1, CD2, CPSAA1, CPSAA3, CC3.	The student... 1.1.1. Extracts and analyses the overall meaning and main ideas and selects information from the analogy or digital media selected. 3.3.1. Can make him/herself understood in simple interventions related to the task, even if pauses or repetitions are necessary, respecting turns of the speech and cooperative attitude. 3.4.1. Participates and collaborates actively in the development of the activities, assisting the rest of the group and making responsible use of digital tools.		
Contents A) 1, 6 B) 1 C) 1	Transversal contents 2		
Activities	Specific competences	Contents	Can do statements
What are modal verbs?	1 3	A) 6	1.1.1. 3.4.1.
Creating a new cloud	1 3	A) 6	1.1.1. 3.4.1.
Guess the modal	1 3	A) 1 B) 1	1.1.1. 3.4.1.
What do you know?	2	A) 1 C) 1	3.3.1.
Attention to diversity: The ADHD student will be sitting in the front row and will receive the sheet with the questions about the modal verbs with more space between them.			

Table for session 1

Session 2			
Specific competences 1 3	Can do statements		
Competency descriptors CCL1, CCL2, CCL4, CCL5, CP1, CP2, CD1, CD2, CPSAA1, CPSAA3, CC3.	<p>The student...</p> <p>1.1.1. Extracts and analyses the overall meaning and main ideas and selects information from the analog or digital media selected.</p> <p>3.3.1. Can make him/herself understood in simple interventions related to the task, even if pauses or repetitions are necessary, respecting turns of the speech and cooperative attitude.</p> <p>3.4.1. Participates and collaborates actively in the development of the activities, assisting the rest of the group and making responsible use of digital tools.</p>		
Contents A) 1, 6 C)1	Transversal contents 2		
Activities	Specific competences	Contents	Can do statements
Alby & Bidy	1	A) 1, 6	1.1.1.
(Im)politeness	1 3	A) 6	1.1.1. 3.4.1.
What do you think about creating a dialogue?	1 3	A) 1, 6	1.1.1. 3.4.1.
Let's begin	3	C) 1	3.3.1.
<p>Attention to diversity: The ADHD student will have the role of secretary in this session. Additionally, subtitles will be attached to the videos to adapt them to the ADHD student so that he can understand them more clearly and pay more attention to the activities.</p>			

Table for session 2

Session 3			
Specific competences 1 2 6	Can do statements		
Competency descriptors CCL1, CCL2, CCL4, CCL5, CD1, CD2, CD3, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CPSAA5, CE3, CC2, CC3, CCEC1, CCEC2, CCEC3.	The student... 1.1.1. Extracts and analyses the overall meaning and main ideas and selects information from the analogy or digital media selected. 2.2.1. Writes short sentences combining the modal verbs and the appropriate terminology seen in class about the politeness and impoliteness rules. 2.2.2. Writes a short dialogue combining the modal verbs and the appropriate terminology about the politeness and impoliteness rules. 6.1.1. Acts appropriately, empathetically, and respectfully in cross-cultural situations building links between different languages and cultures in the activity with help of their classmates.		
Contents A) 6 B) 2 C) 1	Transversal contents 2		
Activities	Specific competences	Contents	Can do statements
Get the treasure!	2	A) 6 C) 1	2.2.1. 6.1.1.
Irish slangs!	1	A) 6 B) 2	1.1.1.
Continuing the task.	2	B) 2 C) 1	2.2.2. 6.1.1.
Attention to diversity: The ADHD student will have the role of spokesperson in this session. In addition, this student will be given the Irish slangs! sheet with more space between questions and divided into groups of two so that the student is not overwhelmed by the content.			

Table for session 3

Session 4			
Specific competences 1 2 3	Can do statements		
Competency descriptors CCL1, CCL2, CCL4, CCL5, CP1, CP2, STEM1, CD1, CD2, CD3, CPSAA1, CPSAA3, CPSAA5, CE3, CCEC3, CC3	The student... 1.1.1. Extracts and analyses the overall meaning and main ideas and selects information from the analogy or digital media selected. 1.1.2. Comprehends the general information and the structure of a discourse to identify and order its different parts. 2.2.3. Writes and disseminate 80-100 words texts with acceptable clarity, coherence, correctness and adequacy to the proposed theme about St. Patrick according to the vocabulary and length required. 3.3.1. Can make him/herself understood in simple interventions related to the task, even if pauses or repetitions are necessary, respecting turns of the speech and cooperative attitude.		
Contents A) 1, 6 C) 1	Transversal contents 2		
Activities	Specific competences	Contents	Can do statements
Making pairs	1 3	C) 1	1.1.1. 3.3.1.
Character description	1 3	A) 1, 6	1.1.2. 3.3.1.
How is your character?	2	A) 6 C) 1	2.2.3.
Creating your character avatar	1	C) 1	1.1.1.
Attention to diversity: The ADHD student will have the role of helper in this session. Also, the student with ADHD will be given a sheet with the St. Patrick description example and the questions with larger and further apart paragraphs, as well as a larger font for easier visibility.			

Table for session 4

Session 5			
Specific competences 1 2 3	Can do statements		
Competency descriptors CCL1, CCL2, CCL4, CCL5, CD1, CD2, CD3, CP1, CP2, STEM1, CPSAA1, CE3, CCEC3, CC3.	<p>The student...</p> <p>1.1.1. Extracts and analyses the overall meaning and main ideas and selects information from the analogy or digital media selected.</p> <p>1.1.2. Comprehends the general information and the structure of a discourse to identify and order its different parts.</p> <p>2.1.1. Orally expresses simple, structured, comprehensible, coherent and appropriate interventions about their task in order to describe, narrate, and inform, using verbal and non-verbal resources, as well as planning and control strategies.</p> <p>3.4.1. Participates and collaborates actively in the development of the activities, assisting the rest of the group and making responsible use of digital tools.</p>		
Contents A) 6 C) 1	Transversal contents 2		
Activities	Specific competences	Contents	Can do statements
Irish legends	1 3	A) 6	1.1.1. 3.4.1.
Inventing a new legend	2 3	C) 1	2.1.1. 3.4.1.
The man who can't be moved	1	A) 6	1.1.1. 1.1.2.
<p>Attention to diversity: The ADHD student will have the role of controller in this session. For the activity "The man who can't be moved" the adaptability will be to hand in a sheet specifying the parts of the song, specifying the number of words needed in every whole.</p>			

Table for session 5

Session 6			
Specific competences 2 3	Can do statements		
Competency descriptors CCL1, CCL5, CP1, CP2, STEM1, CD3, CPSAA1, CPSAA3, CE3, CCEC3, CC3.	The student... 2.1.1. Orally expresses simple, structured, comprehensible, coherent and appropriate interventions about their task in order to describe, narrate, and inform, using verbal and non-verbal resources, as well as planning and control strategies. 3.3.2. Present a proposal for their task about St. Patrick, pausing appropriately and delving into the most important aspects to transmit clearly all the information and be optimally captured by listeners. 3.4.2. Analyses and realizes critical feedback with their group in the evaluation of their peers' presentation respecting their points of view, working collaboratively.		
Contents A) 1 B) 1 C) 1	Transversal contents 2		
Activities	Specific competences	Contents	Can do statements
Speak up about your character	2 3	A) 1 C) 1	2.1.1. 3.3.2.
Be polite!	2 3	A) 1 C) 1	2.1.1. 3.3.2.
Be a teacher	3	B) 1 C) 1	3.4.2.
Attention to diversity: The ADHD student will have the role of coordinator in this session. It is not necessary any kind of adaptation in this session.			

Table for session 6

Appendix 2. Rubrics of the proposed lesson plan

	Excellent 4	Good 3	Regular 2	Insufficient 1
Material	Students bring the corresponding material to class every day.	Students sometimes bring the corresponding material to class.	Students hardly ever bring the relevant material to class.	Students never bring the corresponding material to class.
Participation	Students participate every day in class.	Students sometimes participate in class.	Students hardly ever participate in class.	Students never participate in class.
Attitude and effort	Students always show a good attitude and <u>make an effort</u> .	Students sometimes show a good attitude and <u>make an effort</u> .	Students rarely show a good attitude and <u>make an effort</u> .	Students never show a good attitude and <u>make an effort</u> .
Time	Students always organize themselves according to time.	Students sometimes organize themselves according to time.	Students rarely organize themselves according to time.	Students never organize themselves according to time.
Homework	Students bring homework every day.	Students sometimes bring homework.	Students rarely bring homework.	Students never bring homework.

Daily evaluation rubric

	Excellent 4	Good 3	Regular 2	Insufficient 1
2.2.1 Writes 100-130 words texts with acceptable clarity, coherence, correctness, and adequacy to the proposed theme about St. Patrick character.	The descriptions reach the maximum number of words established (130) and they have clarity, coherence, correctness, and adequacy to the proposed theme about St. Patrick character.	The descriptions reach almost the maximum number of words (120-125); they have coherence and adequacy but not clarity and correctness about St. Patrick character.	The descriptions are close to the minimum word limit (115); they have correctness, but they do not have clarity, coherence, and adequacy to the proposed theme about an St. Patrick character.	The descriptions do not reach the minimum number of words established (100); they do not have clarity, coherence, correctness, and adequacy to the proposed theme about St. Patrick character.
2.2.2 Uses the correct structure and grammar related to the textual typology.	The student uses the correct structures and has no grammar errors related to the textual typology.	The student uses the correct structure and has few grammar errors related to the textual typology.	The student uses the correct structure and has plenty of grammar errors related to the textual typology.	The student does not use the correct structure and has plenty of grammar errors related to the textual typology.
2.2.3 Uses the formal register using polite and formal expressions adapted to the communicative context.	The student uses the formal register correctly, using polite and formal expressions adapted to the communicative context.	The student uses the formal register in a good way, often using certain polite and formal expressions adapted to the communicative context.	The student infrequently uses the formal register, not using polite and formal expressions as he/she should.	The student does not use the formal register or politeness, tending towards informal writing.
2.3.1 Selects and chooses suitable terminology related to St. Patrick.	The student selects and chooses plenty of the vocabulary related St. Patrick.	The student selects and chooses some of the terminology related to St. Patrick.	The student selects and chooses a few of the terminology related to St. Patrick.	The student does not select and choose the terminology related to St. Patrick.

Writing Rubric

	Excellent 4	Good 3	Regular 2	Insufficient 1
2.1.3. Makes simple, comprehensible, coherent, and appropriate interventions throughout his presentation on the St. Patrick character.	The student adequately makes simple, comprehensible, coherent, and appropriate interventions throughout their presentation on the St. Patrick character.	The student partially makes simple, understandable, coherent, and appropriate interventions throughout his/her presentation on the St. Patrick character.	The student infrequently makes simple, understandable, coherent, and appropriate interventions throughout his presentation on the St. Patrick character.	The student does not make simple, understandable, coherent, and appropriate interventions throughout his presentation on the St. Patrick character.
2.2.2. Uses correct discourse structure and grammatical structures.	The student adequately uses correct discourse structure and grammatical structures.	The student partially uses correct discourse structure and grammatical structures.	The student infrequently uses correct discourse structure and grammatical structures.	The student does not use correct discourse structure and grammatical structures.
2.2.3. Uses formal register using polite and formal expressions adapted to the communicative context.	The student adequately uses the formal register using polite and formal expressions adapted to the communicative context.	The student partially uses the formal register using polite and formal expressions adapted to the communicative context.	The student infrequently uses the formal register using polite and formal expressions adapted to the communicative context.	The student does not use the formal register using polite and formal expressions adapted to the communicative context.
3.3.2. The student makes the necessary pauses or repetitions, respecting the turns of speech and the cooperative attitude.	The student adequately performs the necessary pauses or repetitions, respecting turns of speech and cooperative attitude.	The student partially performs the necessary pauses or repetitions, respecting turns of speech and cooperative attitude.	The student infrequently performs the necessary pauses or repetitions, respecting turns of speech and cooperative attitude.	The student does not perform the necessary pauses or repetitions, respecting turns of speech and cooperative attitude.
3.4.1. Participates and collaborates in the development of the activities, helping the rest of the group and making a responsible use of visual aids.	The student participates and collaborates appropriately in the development of the activities, helping the rest of the group and making a responsible use of visual aids.	The student participates and collaborates partially in the development of the activities, helping the rest of the group and making a responsible use of visual aids.	The student participates and collaborates infrequently in the development of the activities, helping the rest of the group and making a responsible use of visual aids.	The student does not participate and collaborate in the development of the activities, helping the rest of the group and making a responsible use of visual aids.

Final Task Rubric