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Lesson planning as a professional competence of the EFL teacher. A proposal for Secondary Education

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Abstract

This paper deals with the dimension of planning as one of the backbones of the EFL teaching field. It starts by exploring the diverse characteristics that must be considered in EFL planning as a professional act and teaching competence. Thus, it tackles the importance planning acquires when designing and creating language learning situations. Taking this into consideration, this paper continues by presenting an analysis of the implementation of a teaching unit composed of nine lessons in a Year 1 of Secondary Education. The purpose of this proposal is to highlight the relevance of planning throughout the different lessons and how it can affect the language acquisition process of the students. Regardless of the different areas of improvement, the closing points confirm the importance of planning as an EFL teacher, and its benefits presented during the implementation.

Keywords: EFL teacher, Learning situations, Planning, Secondary Education, Teaching proposal.

Resumen

Este trabajo aborda la dimensión de la planificación como uno de los pilares dentro del ámbito de la enseñanza de Inglés como Lengua Extranjera (ILE). Comienza explorando las diversas características de la planificación de ILE como acto profesional y competencia docente. Asimismo, presenta la importancia que adquiere la planificación a la hora de diseñar y crear situaciones de aprendizaje de lenguas. Este trabajo presenta también una propuesta didáctica compuesta por nueves sesiones en un curso de primero de Educación Secundaria Obligatoria. El propósito es destacar la relevancia de la planificación a lo largo de las diferentes sesiones y cómo puede afectar al proceso de adquisición lingüística de los alumnos. Más allá de las diferentes áreas de mejora, las conclusiones confirman la importancia de la planificación como docente de ILE y sus beneficios presentados durante la misma implementación.

Palabras clave: Docente de Inglés Lengua Extranjera, Educación Secundaria, Planificación, Propuesta didáctica, Situaciones de aprendizaje.

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1. INTRODUCTION

This present paper emerges with the aim of emphasizing and enhancing the influence of planning in the teaching area, more specifically, in the English as a Foreign Language (EFL) field. Planning entails teachers to become experts in their area as well as preserve a lifelong learning which provides them with the necessary knowledge and tools to improve and adapt to today's globalized and fast-paced society. Moreover, it facilitates and enhances the students' language acquisition process assuring a coherent and logical development of their communicative competence.

In the following pages, we will see planning through three main sections. In the first one, planning will be detailed and explored as a professional act, as a professional teaching competence, and as part of EFL as a curricular subject. Within this section, we will explore the dimension of planning by highlighting its main variables and its importance among different frameworks.

The next section presents the varied factors or elements teachers must contemplate when planning an EFL learning situation, skimming through these factors' characteristics and implications in connection with planification. Thus, it will provide how planning improves and enhances the future implementation of language learning situations considering these elements.

The third and final section deals with the presentation of a didactic proposal on a group of Year 1 of Secondary Education. This will include the selection of the curricular elements, language teaching aspects, and methods, timing, and materials. Lastly, this paper presents the development and analysis of the proposal as well as the main planning elements of each lesson that resulted crucial for its implementation, resolving with results and areas of improvements.

The conclusions reached present a concise summary of the relevance EFL planning inquires in the teaching field and the benefits it can provide to the overall implementation and language learning and acquisition process of the students.

2. JUSTIFICATION

Nowadays, planning represents an axiomatical dimension of foreign language teachers. Accordingly, the Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE) states its importance in its 91st article, including it as one of the teacher's functions. Consequently, it is essential that teachers master and address planning as the cornerstone of their teaching process. EFL planning shapes and organizes teaching, facilitating the development of the communicative competence. For this reason, it is essential to deal with and contemplate EFL planning, and how it can modify and improve the language acquisition of the students.

This paper is aimed at finalizing my formation of the Master's Degree in Teaching in Secondary Education and Upper Secondary, Vocational Training and Language Teaching, more specifically in the field of English, representing 6 ECTS within its programing. Therefore, this paper's development focuses on addressing planning and its significance in the English teaching field, undertaking Secondary Education as its focal point.

It is important to highlight that the formation during the Master's Degree, as well as the development of this paper and the implementation of the activities presented, has allowed me to progress through the different competences established for this Master in the Resolución de 17 de diciembre de 2007. Among these competences, the following should be highlighted:

- Knowing the curricular contents of the subjects pertinent to the specific teaching field, along with the different pedagogical of the respective learning and teaching methods.
- Designing, implementing, and assessing the teaching and learning process, fostering tasks that aid students acquire the various competences, while considering their level, or prior education, among others.
- Seeking, acquiring, processing, and conveying information to transform it into knowledge and apply it in the teaching and learning process of the subject specialization.
- Understanding classroom communication and interaction processes and mastering the social skills essential for facilitating learning.

3. OBJECTIVES

In agreement with the justification, this paper aims at pursuing various objectives presented as follows:

- To gather the most distinctive features of EFL planning as a professional act and teaching competence.

- To address the elements EFL language learning situations require when planning.

- To design a teaching unit targeted to Year 1 of Secondary Education, organized in three language learning situations, and distributed in nine different lessons.

- To highlight the planning elements highly considered when planning the various teaching lessons of the proposal.

- To provide closing points on the importance of planning as an EFL teacher in accordance with the theoretical framework and proposal.

4. THEORETICAL FRAMEWORK

4.1. Educational planning

Educational planning sets the cornerstone for coherent and efficient teaching and learning practice. As Guillén Díaz and Castro Prieto (1998) define, planning can be understood as a decision-making process in order to establish a logical and orderly plan of action by considering aspects such as the characteristics or needs of the students.

Vez, Guillén and Alario (2002) also highlight the importance of planning since it facilitates a coherent organization of the language teaching activity, requiring reflection in action due to the changes daily reality might entail. Planning requires a constant process of deciding the curricular elements, teaching strategies, materials or resources, activities, and evaluation system, among others. Besides, in relation to English as a foreign language, planning should follow a rational and systematic process to choose the elements that organize the teaching and learning of a foreign language, according to the education legislation.

This section of the theoretical framework intends to present the importance of the dimension of planning, more specifically in EFL, as a professional act, as a professional teaching competence, and as part of a curricular subject.

4.1.1. EFL Planning as a professional act

As Roy (1991) states in relation to the investigations about planification by Clark & Yinger (1987) and Clark & Peterson (1986), the cognitive and affective ideals of the teacher about the study planning, students, and learning process influence in the planification of a course. Moreover, these authors affirm that the beliefs of the teacher, his/her planification and the results of the students are tightly correlated.

Roy (1991) expresses that planification as a professional act is a dimension within the process of teaching in which the teacher defines and organizes the objectives, the didactic methodologies, and the evaluation tools of the students, among others. Enclosed by the dimension of planification as a professional act, this author highlights six variables: the selection of acquisition and learning objectives; the election of pedagogic strategies and techniques to achieve those objectives; the development of acquisition activities to achieve the objectives; the planification of feedback; the selection of an appropriate evaluation model; and developing the course outline.

1. Selection of acquisition and learning objectives: teachers should select and specify the different objectives of the course, indicating not only the contents learners have to acquire but also the competences they must develop throughout this period. Teachers must plan tasks or activities at the beginning to diagnose the previous knowledge of the students and, from that point, retrieve and acquire those contents that need to be covered before starting the expected ones of the course.

2. Election of pedagogic strategies and techniques to achieve the objectives: in this stage, planification refers to the selection of tools and resources to promote acquisition by creating teaching strategies, formulas, and techniques related to the proposed learning. Nevertheless, it does not only require the creation of them, but also their organization to guarantee a successful implementation and, therefore, acquisition.

3. Development of acquisition activities to achieve the objectives: planification is crucial in this stage for teachers since they must design and develop activities that allow each student to achieve their goals. These activities should consider the individuality of students, but they should also be closely related to the nature of the contents and competences that must be covered.

4. Giving feedback: teachers' role is planning the tools they will use to give feedback about the students' learning process. It is essential to give this feedback as students can learn and identify their strengths and weaknesses in the language, helping them in the acquisition process.

5. Selection of an appropriate evaluation model: this stage can highly influence the learning process. Evaluation should include two different functions: evaluate the development of the competences and acquisition of the contents and promote the progress of the learning. Teachers should plan what, when, and how to evaluate students, establish succeed thresholds to each objective, and plan extra activities to ensure the mastery of the learning process.

6. Elaboration of a course outline: planning a course outline following the different frameworks and policies established helps teachers and students to know the guidelines they must pursue, as well as to organize and plan the course with its objectives, feedback, and evaluation.

Therefore, within the dimension of planification, the professional acts teachers should follow are the six variables mentioned above to achieve a successful and effective implementation during the course. This dimension is also mentioned in the Ley Orgánica 3/2020, de 29 de

diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE), more specifically in the 91st article. This article presents the distinct functions teachers should accomplish, among which the programming and teaching of the areas, subjects, modules, or curricular areas entrusted to the course represents this dimension of planification.

4.1.2. EFL planning as a professional teaching competence

Planification is not only a professional act language teachers should become experts in, but it is also a professional teaching competence that evolves and involves lifelong learning. Bleichenbacher et al. (2019) describes the different teacher competences for language education including the dimension of planning and preparing teachers by accessing several frameworks, standards, and documents. These frameworks hold planning as a professional competence of teaching, revealing its importance in education.

According to the British Council (2015), planning is one of the professional practices that helps teachers achieve a quality atmosphere and learning in the classroom. Planning an EFL course involves several elements, such as describing learners according to their learning needs, defining objectives, dividing lessons with coherence and realism, or planning for differentiated learning. It is crucial to consider every factor that can influence the process of learning. Hence, being aware of planning courses and lessons beforehand can highly impact the results and the acquisition of a language.

Cambridge English (2014) also highlights in its framework competency statements the stage of teaching, learning and assessment, among which planning language learning is implemented in the first place. This framework divides the process of planning language learning in phases, from foundation to expert, so that teachers can develop, learn, and become aware of their competence in this stage of teaching. For instance, the framework in the Cambridge English (2014) describes within the foundation level of course planning teachers' competence as "has a basic understanding of some key principles of course planning" (p.4) and "is able to plan a short series of lessons with simple links between them." (p.4) Nevertheless, as teachers develop their skills and knowledge in course planning, the framework of Cambridge English (2014) describes the expert level as a teacher who has a sophisticated knowledge of the essence of course planning and can plan lessons coherently, working creatively following the syllabus.

The *European Portfolio for Student Teachers of Languages* (EPOSTL) (Newby et al., 2007) includes lesson planning as one of its descriptors or contents that "represent areas in which teachers require knowledge and a variety of competences and need to make decisions related

to teaching." (p.6) Within the competence of lesson planning, this document describes it by stating that it is essential for a teacher's knowledge of language learning theory, methodologies, activities, or individual learner's abilities, among others. Teachers must make decisions in the objectives, materials, and activities following the syllabus and creating a clear and transparent planification so that learners can understand the aims and pursue the same goal. Besides, the framework in Newby et al. (2007) divides the dimension of lesson planning in three principal areas: identification of learning objectives, lesson content, and lesson organization, including several statements that help teachers see their evolution and track their lifelong learning process of teaching and, more specifically, their planning competence.

Another framework that includes planning as one of the key teaching competences is the *European Profiling Grid* (EPG) (North et al., 2013). This framework presents lesson and course planning by including different development phases that depend on the mastery teachers have in this competence. The main goal is to achieve a lesson and course planning in which teachers can conduct a needs analysis to plan the course, design tasks based on this analysis contemplating the individuality of the students or take responsibility by reviewing and enhancing the curriculum and syllabuses of the different courses. This document presents these phases as succeed thresholds, helping teachers follow continuous and coherent phases in the pursuance of the mastery of planning as a professional competence.

The *Profession-related language competence profile for foreign language teachers at lower secondary level* (Kuster et al., 2014) presents a framework linked to the profession-related language competence profile for foreign language teachers, in which preparing and planning lessons takes place as one of these competences. According to this framework, a profession-related language competence profile "describes the communication-oriented linguistic skills required by teachers of foreign languages […] in order to practice their profession." (p.3) Within its competences, preparing lessons is its first area of activity, dividing this dimension into different statements that teachers should be able to achieve and implement when planning. Among these statements, the framework includes understanding documents for the assessment of their suitability for the course, understanding of didactic and methodological information, or presenting content in a clear and structured way for a better understanding. By presenting these statements, teachers can follow a coherent approach to planification and accomplish the expertise in this teacher competence.

The *Teacher Effectiveness for Language Learning* (TELL) (National Foreign Language Center, 2019) designs a framework of seven domains to prepare teachers for student learning. Within these seven domains, planning takes place, since effective language learning requires a careful planning process through standards unit, or lessons included in a course. To prepare for student learning in relation to planning, teachers should implement standards-based units, address unique needs and interests of the students, plan lessons for the achievement of knowledge, skills and objectives needed, or plan opportunities for students to produce language in several modes such as interpretive or interpersonal. Within each section teacher can first learn what it is required and self-assess their performance and mastery reflecting with the different criteria presented. This framework presents planning as one of the competences to prepare teachers for student learning by assuring a rich understanding of different sections and reflection of performance to improve and progress in the competence.

Finally, another framework is *The Eaquals Framework for Language Teacher Training & Development* (Eaquals, 2020). This framework includes the different competences of language teaching, and its first descriptor is planning teaching and learning. By dividing each area of the descriptor in three development phases, teachers can learn and follow knowledge and skills needed for planning. The framework in Eaquals (2020) divides this descriptor into learner need and learning processes, curriculum programming, lesson aims, and the tasks, activities and materials requires in the lesson. The framework presents the dimension of planning teaching and learning with a continuous and correlated vision, so that teachers can understand the different implications and skills needed and how to improve and advance in achieving this professional competence.

Therefore, as stated above, foreign language planning as a professional teaching competence is key for the forthcoming implementation and it serves as a backbone for the different competences that teaching involves. These frameworks help teachers master the competence of planning by presenting different guidelines and deepening their knowledge, skills, and attitudes in this dimension.

In order to display a general view on the different frameworks presented and how they name this teaching competence, a chart is presented below.

Teaching frameworks	Planning competence
British Council (2015)	*Planning lessons and courses*
Cambridge English (2014)	*Planning language learning*
Newby et al. (EPOSTL) (2007)	*Lesson planning*
Brian North et al. (EPG) (2013)	*Lesson and course planning*
Wilfrid Kuster et al. (2014)	*Preparing lessons*
National Language Foreign Center (TELL) (2019)	*Planning*
Eaquals (2020)	*Planning teaching and learning*

Table 1: Teaching frameworks and how they name planning as a professional teaching competence.

4.1.3. EFL planning as a curricular subject

Planning, and its components described above, must be addressed in accordance with the approaches of the regulations governing, in our case, the Spanish educational system. More specifically, the Ley Orgánica 3/2020, the Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria, and the DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León.

According to the LOMLOE, more specifically, the Real Decreto 217/2022, which sets the basic aspects of the curriculum that constitutes the minimum teaching requirements of Secondary Education, there is established two subjects named Foreign Language and Second Foreign Language. In this case, English is included in the Foreign Language subject. The Real Decreto 217/2022 highlights that communication in different languages is essential for the evolution of a democratic culture. EFL planning as a subject can help students not only to the acquisition of the different key competences but also to the attainment of the multilingual competence, so that learners can use different languages appropriately and efficiently for their learning process.

The Real Decreto 217/2022 sets as its principal objective the acquisition of the communicative competence of various foreign languages. In order to achieve this objective, the curriculum presents six specific competences that must be planned and implemented during the course. Within these six specific competences, the first one is focused on oral and written comprehension; the second on oral and written expression; the third on communicative interaction; the fourth on linguistic mediation; the fifth on linguistic repertoires; and the sixth on diversity and interculturality. This implies, for instance, a deepening and broadening of

communicative activities or strategies of comprehension and interaction, among others. Thus, the progressive and coherent development of these specific competences can make a difference in the learning process, making its planification an essential part for this acquisition.

Within the specific competences of EFL, the Real Decreto 217/2022 presents the evaluation criteria, which determine the acquisition degree of the specific competences of the students. These evaluation criteria are leveled by the *Common European Framework of Reference for Languages* (CEFR) (Council of Europe, 2001, 2020). The Real Decreto 217/2022 also presents concepts such as basic knowledge which combine the knowledge, skills, and attitudes for the acquisition of the evaluation criteria and, therefore, specific competences. As the Real Decreto 217/2022 presents and resolves the main aspects of the LOMLOE, the Decreto 39/2022 also presents the minimum requirements of each course of Secondary Education but only for Castilla y León. Moreover, it plans and organizes more thoroughly the specification of the evaluation criteria, contents or skills that need to be covered in each course.

Within the Decreto 39/2022, teachers can plan the course according to those minimum requirements and develop a coherent and complete planning. For instance, the Decreto 39/2022 assists teachers by setting the contributions to the stage objectives, the key competences, the specific competences, the evaluation criteria, the contents or learning situations among others by explaining how the foreign language approaches these core elements in the curriculum, so that teachers can set a basis and start developing and achieving the requirements from there. Furthermore, it sets several examples that can help teachers brainstorm ideas or have a better understanding of what is required. Thereafter, the Decreto 39/2022 presents, divided by courses, the evaluation criteria of every specific competence, the contents, and the syntactic-discursive elements expected in that course. By setting these criteria and by dividing it into courses, teachers can create a continuous and logical learning process of the foreign language, helping students acquire the language. On that account, the Decreto 39/2022 helps teacher how to plan a course, not only by setting the minimum requirements but also by letting them adapt and develop the succeed thresholds that can be used for evaluating the process of learning during the classes.

Both the Real Decreto 217/2022 and the Decreto 39/2022 represent an indispensable tool for teachers that can help them when planning EFL. It is essential that teachers learn and master how to work with them so that they can achieve a coherent and efficient planification in order

to achieve the main objective, which is to guide and assist the acquisition and learning process of the students.
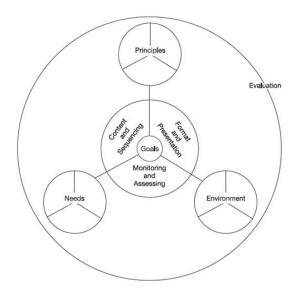
4.2. Planning of EFL learning situations

After presenting a general overview on what the dimension of planning implies in EFL as a professional act, a professional teaching competence and as part of a curricular subject, it is important to consider the stages or elements that must be considered when planning EFL learning situations.

As Moya and Luengo (2021) propose, a learning situation is more than a set of tasks. It represents the highest level of concreteness within the curriculum integration process that requires a structure of tasks and relationships within the class group and facilitates the acquisition of knowledge and creation of students' experiences. Thus, it allows teachers to manage space and time to ensure an educational value through interaction.

The Real Decreto 217/2022 also stresses the importance of learning situations by presenting them as pedagogical proposals that allow students to build knowledge with autonomy and creativity from their own experiences. They represent an efficient means to integrate curricular contents through tasks and activities.

When creating and designing learning situations in the foreign language, it is key to consider varied factors or elements that can influence this process. Macalister & Nation (2019) present a graphic that can summarize these elements:

Graphic 1: Model of the elements influencing the designing of language learning situations. (Source: Macalíster & Nation, 2019, p. 3)

In this section, we will explore the distinctive features included in the process of planning EFL learning situations and the importance of planning them for successful implementation. The first feature, learners' needs and characteristics, can be related to the needs and environment of the classification of Macalister & Nation (2019). Language learning and acquisition processes align with principles. Curriculum and language learning contents can be related to content and sequencing. Lesson objectives and outcomes can correlate with goals. EFL methodological approaches can be related to format and presentation. Organization of lessons and materials can be associated with content and sequencing and with monitoring and assessing. Finally, Language assessment can be related to evaluation.

4.2.1. Learners' needs and characteristics

Teachers must acknowledge that their main objective is their learners and their ability to make the learning process accessible for everyone, so that students can acquire the language properly. For this reason, it is crucial to consider the characteristics and needs of each student. As Dörnyei (2009) points out "Individual differences have been well established in SLA research as a relatively straightforward concept: They have usually been seen as background learner variables that modify and personalize the overall trajectory of the language acquisition processes." (p.231) Therefore, students' individualities play a crucial role in the learning process, making indispensable its consideration when planning.

Ellis (1994) also highlights the vast variety of ways of learning, since there are variables such as cognitive, affective, or social aspects that might influence this process. This requires identifying everything that surrounds students, from their context to their current level or skills in the language and understanding how these aspects can influence their learning.

As Sitanggang & Saragih (2013) (cited in Mustafa, 2022) state:

> The characteristics of students that need attention in learning planning include (1) characteristics related to initial abilities, such as intellectual abilities, thinking skills, and movement abilities; (2) characteristics related to socio-cultural background and status; and (3) characteristics related to personality differences, such as traits, attitudes, feelings, interests, and talents. (p.7044)

The students' characteristics not only include their initial abilities and level in the language but also their background and personal traits, which can highly influence their learning process and acquisition of the EFL. For this reason, it is essential that teachers acknowledge the importance that learners' needs and characteristics have when planning language learning situations.

Diversity in its broad spectrum (functional, linguistic, cultural, etc.) enriches the learning process of an EFL. Thus, the Ley Orgánica 3/2020 demands this attention to diversity through the *Universal Design for Learning* (UDL) (CAST, 2011; Pastor, 2016). Consequently, considering students as individuals and embracing this heterogeneity when planning and preparing lessons can impact positively in the implementation and help them acquire the language more naturally. Teachers must plan according to the existing diversity in class and following the UDL and its three main principles: provide multiple means of representation, of action and expression, and of engagement. By considering these factors when planning, teachers can be able to create inclusive learning environments that can lead to a better process of acquisition of a language.

4.2.2. Language learning and acquisition processes

Closely related to the previous point, the learning process of a language varies in every student and, hence, teachers must recognize, plan, and employ different language learning and acquisition processes to assure a successful implementation.

First, it is important to point out the difference between language learning and acquisition. As Krashen (1982) presents, language learning refers "to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". (p.10) On the other hand, Krashen (1982) defines language acquisition as a subconscious process in which learners are not aware of using grammar, vocabulary, or rules but they are only aware of using the language for communicating.

So, after stating that there is a difference between learning and acquiring a second language, the next step is to recognize the processes that can help learners acquire the language. If we refer to language learning processes, Oxford (1990) classifies that students learn a language by using different strategies divided into two main groups: direct and indirect. The direct learning strategies are the ones that attract learners' attention into direct communication and the indirect ones help students without getting directly involved in the target language. Students usually are better at learning the language using various of these strategies and, therefore, teachers are responsible for trying to develop them in order to facilitate the process of language learning. It is essential that teachers identify and master these strategies so that they can plan learning situations that include the use of them for a better learning process.

In relation to language acquiring processes, Krashen & Terrel (1983) present a theoretical model in which there are five hypotheses that help students acquire a second language. These hypotheses are the acquisition-learning hypothesis, which correlates with the distinction presented previously between learning and acquiring; the natural order hypothesis; the monitor hypothesis; the input hypothesis; and the affective filter hypothesis. Teachers should be aware of these hypotheses and take them as a guide that can improve the acquisition process of the students.

Consequently, when planning learning situations, language learning and acquisition processes take a significant role and can influence the implementation. Teachers need to know how to identify and plan these processes and how to arrange them in their lessons so that students can take advantage of the ones that are useful and helpful for them. Hence, planning requires the organization and attentive thinking of elements like linguistic input, which can highly impact students' output, by using strategies such as non-verbal language, rhythm, or pictures, among others. Thus, it also inquires planning activities and tasks considering various procedures, input, and materials so that teachers assure that the affective filter is low, and it motivates students to participate and help them in their language learning and acquisition process.

4.2.3. Curriculum and language learning contents

The curriculum and its learning contents are basic in planning the language learning situations. They mark the minimum criteria that needs to be covered in each course so that students can learn progressively and continuously the foreign language. Sánchez (2008) defines the curriculum as a working tool that presents conceptual aspects for educational practice. It is a theoretical document that serves for the practical implementation.

In Castilla y León, for Secondary education, teachers must follow both the Real Decreto 217/2022 and the Decreto 39/2022. These documents set the guidelines teachers should follow in every course so that there is a consistent and logical learning and acquisition process. It is crucial that teachers are familiarized with the curriculum, since they will have to prepare the materials, organize the contents, and select the proper elements to carry out meaningful and effective programming.

Nevertheless, it is important to note that teachers should not only conceive the curriculum as a compilation of contents and skills that need to be covered. Contreras (1991) distinguishes two types of proposals for the curriculum; one in which is seen as a tool to present and specify the contents and procedures teachers must follow; and another that sees the curriculum as an "space

for experimentation", in which the teachers are forced to experiment with innovative and individualized actions so that the demands of the specific situation are attended. Teachers must acknowledge that the curriculum and its contents are a vehicle that helps learners to acquire a language and enables them to perform autonomously in real situations. That is why it is axiomatical that teachers work with the curriculum by using approaches and methodologies that suit the learners' goals while covering the minimum contents and skills.

Thus, within the curriculum, teachers must plan the syllabus. A syllabus, as Richards (2001) defines is "A specification of the content of a course of instruction [which] lists what will be taught and tested." (p.2) In addition, the syllabus serves as a way of informing students what and how the contents will be, as well as the procedures, materials, or policies included in the lessons. (Hoesny, 2013) It is, then, essential that teachers plan and organize the syllabus considering the curriculum and learning contents of the different courses. As Krahnke (1987) affirms "The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible." (p.13-14) He also makes a division of six different types of syllabi: structural, notional, situational, skill-based, task-based, and content-based. To assure the communicative competence, syllabi such as task-based can fit and enhance this competence.

Teachers must, therefore, comprehend the contents thoroughly to plan language learning situations and adapt and create a coherent learning and acquisition process. Both the Real Decreto 217/2022 and the Decreto 39/2022 present the contents of each course in Secondary Education by dividing them into three main areas: A. Communication; B. Plurilingualism; C. Interculturality. These contents help learners in their development of the specific competences.

Hence, the curriculum and learning contents are also a determining factor in lesson planning, and teachers must be masters of managing and adapting it to the necessities and characteristics of the level and goals of the learners. They must create and organize a syllabus that is coherent and progresses along with the curriculum and its contents so that the process of acquiring the foreign language can be achieved in a more natural and cohesive way.

4.2.4. Lesson objectives and outcomes

When it comes to preparing language learning situations, selecting, and setting the objectives and outcomes expected to acquire by the students is key. As Eisner (2005) states:

> Educational objectives, it is argued, need to be clearly specified for at least three reasons:
> first, because they provide the goals toward which the curriculum is aimed; second, because

once clearly stated they facilitate the selection and organization of content; third, because when specified in both behavioral and content terms they make it possible to evaluate the outcomes of the curriculum. (p.19)

Teachers must decide how to organize the curriculum's contents to achieve the main goal, which is that students develop communicative competence and learn how to use the foreign language in real situations. Reed (2012) supports this idea by saying that teachers need to be clear of the objectives they set so that the lessons can be organized and planned as a sort of road map in which teachers and learners need to reach the end. Teachers must be clear and acknowledge that planning and setting the objectives can assure a better understanding of the path that should be followed when learning the foreign language.

Thus, Reed (2012) highlights the fact that research on instructional techniques in every area has supported the idea that making explicit the objectives and goals to the students helps them comprehend the purpose of the instructions and improves their motivation in class. To assure and make explicit these objectives, teachers should take the curriculum as the basis, but they must modify and adapt these criteria so that students can engage with the lessons and be participants of these objectives and outcomes.

Consequently, it is essential to draw on the stage aims of the EFL curriculum (article 7 – Real Decreto 217/2022) to set the proper teaching and learning objectives. This can be meaningful for the students' learning process so that the outcomes correspond to the goals planned. Teachers must create these objectives not only for the final product but also for the daily tasks and considering effort, evolution, and motivation, among others. By planning realistic but also challenging objectives students can engage with the classes more and motivate them to achieve the goals considering both their starting abilities and their progression throughout the language learning situations.

4.2.5. EFL methodological approaches

After setting the objectives, teachers must decide which approaches might suit best and help students develop their communicative competence so that the outcomes meet the expectations and goals proposed.

Richards and Rogers (2014) present method and approach as terms closely related in meaning by stating:

We see approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and

instructional materials are specified. Thus, a method is theoretically related to an approach,

is organizationally determined by a design, and is practically realized in procedure. (p.16)

Therefore, a methodological approach involves the design and organization of contents and procedures that are going to be followed when implementing learning situations. These approaches need to be innovative so that learners can engage with them and acquire the contents. Furthermore, as the Council of Europe (2001) emphasizes, approaches to learning and teaching must be inclusive and present every aspect explicitly and transparently.

There are some approaches that boost this inclusion, innovation, and development of communicative competence. The first of the approaches selected is the Communicative Language Teaching (CLT). As Richards (2006) mentions, CLT "can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom." (p.2) Brown (2001) also provides six main characteristics of this approach that can present a clear view of the main goals of this approach. He highlights that CLT focuses on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of the communicative competence but at the same time does not refuse to the grammatical or linguistic competence; techniques are created and planned to engage students in real and functional language purposes; fluency and accuracy are not the main focus but they can help learners achieve the communicative competence; learners use the foreign language productively and receptively by engaging in the skills (oral and written comprehension; oral and written expression; interaction and mediation); learners have freedom to center in their own learning processes by using different styles and strategies; and teachers are seen as facilitators and guides that help students to create their meanings through interaction with others. This approach tries to implement a way of teaching that accounts for the characteristics of the students, the materials that facilitate this heterogeneous learning environment, and how teachers should view the language learning process to assure acquisition.

Another approach that develops the communicative competence in a foreign language is the Task-Based Language Teaching (TBLT). Ellis & Shintani (2014) define TBLT as an approach that "aims to develop learners' communicative competence by engaging them in meaning-focused communication through the performance of tasks." (p.135) Long (2015) also highlights that in this approach there is a task-based needs analysis so that tasks are selected specifically depending on the target learners. These tasks are usually real-world activities used as syllabus contents. He also states that TBLT is learner-centeredness which helps to assure

the planning of tasks focused on their learning process. In TBLT, as Nunan (2004) presents, there are several principles and practices followed such as focusing on acquiring communication skills by active interaction, and allowing learners to concentrate not just on language acquisition but also on the learning process or connecting classroom language acquisition with real-world language.

Along with these approaches, there are some methods that tie in well with these approaches. For instance, the Direct Method. Even though this method is more traditional, it can be particularly useful and advantageous for students. Setiyadi (2020) states that the objective of this method is that students use the foreign language orally by following a series of principles or characteristics: contents are taught through real-life situations and inductively, language learners are encouraged to repeat new materials to facilitate natural language acquisition, listening is practiced extensively to help learners develop their communication skills and multiple new concepts are introduced in lessons to stimulate language acquisition, among others. Therefore, it is a method that focuses on communication and real situations so that students can understand the usefulness of learning a foreign language.

Finally, another method that engages this communicative competence is Total Physical Response (TPR). Setiyadi (2020) highlights that, in this approach, learners should understand the target language before producing orally by observing and performing actions. He also highlights the fact that students are motivated and interested in assimilating the foreign language with this approach because they have fun while learning through physical activities related to everyday situations. As Asher (2012), the author of this approach, affirms "Student self-confidence is enhanced because they are aware that they instantly understood an unfamiliar utterance." (p.4-5) Another principle of this approach is that spoken language is prioritized so students first assimilate communication before starting written production. (Setiyadi, 2020) Accordingly, TPR can be especially useful and helpful for students since they develop communicative competence while being motivated and having fun.

After presenting four of the numerous methodological approaches for acquiring a foreign language, it is crucial to remind that not only do teachers need to learn and inform themselves about different approaches and methods, but they also need to learn how to plan them considering the characteristics of the students, the curriculum, or the objectives, among others. Teachers must master how to organize these approaches and apply them to ensure they can facilitate the learning process. Furthermore, it is important to note that teachers should vary

their approaches depending on their students and their needs as well as the objectives set previously. Planning these methodological approaches requires the understanding of their principles and implies the design of activities that fit with the principles such as jigsaws, opinion-sharing, information-transfer, role-playing, task-completion, enabling activities, among others.

4.2.6. Organization of lessons and materials

After knowing and selecting the contents from the curriculum and organizing them considering the objectives and outcomes expected for the students as well as selecting the approaches best suited for the learning process, teachers must arrange the lessons and the varied materials they will need for them. First, it is important to point out that there are two types of materials used in class. The first ones are usually classified as pedagogical, since as Rubin & Thompson (1982) define, these materials are intentionally crafted with the explicit aim of assisting students in their learning process. On the other hand, authentic materials, as Harmer (1994) defines, "is language where no concessions are made to foreign speakers. It is normal, natural language used by native or competent speakers of a language." (p.273)

When selecting these materials, teachers need to consider various aspects or functions. Noda (2003) specifies several of these functions' materials might have within the learning environment such as procedures, contextualization, cognitive considerations, or social considerations, among others. Hence, selecting the proper materials is key in lesson planning since they can influence the learning process depending on their nature. For instance, it is interesting and enriching to use authentic materials or realia in class since as Tomlinson (2003) states they can offer valuable immersion in authentic language usage and motivate students to develop the communicative competence. By using realia learners can acquire the language better than in a coursebook and might be commonly used in real context. Moreover, it is an opportunity to bring students closer to the language and its cultural features.

Another principal factor when deciding materials and organizing lessons is the adaptation of those materials. As Tomlinson (2003) affirms:

> Good teachers are always adapting the materials they are using to the context in which they
> are using them in order to achieve the optimal congruence between materials, methodology,
> learners, objectives, the target language and the teacher's personality and teaching style.
> (p.151)

Planning these adaptations will help students to learn not only about the topics or contents but also will help them understand how the language works and how it is used in real context considering their needs and characteristics.

Finally, another major step of organizing the lesson is temporalization. Teachers should learn how to organize lessons in terms of the time it takes doing an activity and the mishaps that may arise. Goldsmith (2010) refers to timing as "pace" and defines it as "the rhythm and timing of classroom activities or units, which includes the way time is allocated to each classroom component and the process of how one decides that it is the right moment to change to another activity." (p.33) Pacing is important since, as the author expresses, planning and paying attention to pacing enables a classroom schedule that prioritizes a variety of activities including a rich array of communicative, individual, or group tasks. This not only relates to planning a lesson, but also to organizing on a large scale such as planning a learning situation, a teaching unit, or a syllabus, among others. When planning on a larger scale, it is crucial that teachers learn and manage how to organize and design the lessons, so that there is coherence and cohesion, creating a continuous rhythm in class that allows students to follow and learn progressively.

Therefore, when it comes to lesson and material planning, there are diverse elements to consider and so teachers need to plan thoroughly and always consider the context, the nature of the materials, or other aspects that might influence this process. Teachers should select materials such as menus, magazines, or literary texts that can motivate and bring students closer to the reality of the foreign language countries.

4.2.7. Language assessment

Another element to be considered in educational planning is the process of assessing both the performance of the students and the teacher. Assessment can be defined as "a process for obtaining information for making decisions about students; curricula, programs, and schools; and educational policy." (Bookhart & Nitko, 2019, p.2)

This process should consider several aspects and as Bookhart & Nitko (2019) point out, there are five guiding principles that can help teachers plan and organize assessment: be clear about the objectives, be sure that the assessment techniques correspond with the learning goals, assure that the techniques serve learners' needs, use different indicators of performance, and be sure that when interpreting assessments teachers consider the limitations of such results. By

following these principles teachers can plan assessment more objectively and focusing on the learners needs and characteristics.

When assessing, teachers must consider several ways or types of assessment and plan when, how and for what to use each of them. The main types of assessment are formative and summative. Formative assessments are useful for students since they can help them to be aware of their progress and guide them during the tasks. Moreover, it is crucial that teachers value their effort and evolution throughout the course. As Wiggins (1998) points out "The aim of [formative] assessment is primarily to educate and improve student performance, not merely to audit it." (p. 7) The summative assessment, on the contrary, and as the National Research Council (2001) defines "intend to capture what a student has learned, or the quality of the learning, and judge performance against some standards." (p.25) This type of assessment evaluates the final product and the outcomes that are expected when planning the lessons. These assessments are usually done with evaluation grids or rubrics and must be prepared beforehand so that the objectives are clear for the teachers and students. Furthermore, it is essential that not only students are evaluated but also teachers and their performance, so that they can progress and improve in their teaching.

The *Common European Framework of Reference for languages: learning, teaching, assessment* (CEFR) (2001, 2020) presents a guideline in which teachers can set the content of what is assesses, for stating the criteria of how to interpret the performance of different learning objectives, and for describing levels of proficiency and enabling comparisons among different systems of evaluation. It is a framework that can guide and help teachers learn about assessing and interpreting performance by following several types of assessment.

The assessment process helps teachers have evidence of the students' performance during the lessons and learn about the flaws and strengths of the contents, tasks, materials, and proper performance of the teacher. Assessment allows the evolution and upgrade of the approaches, contents, and decisions when lesson planning as it can engage students with some decisions and provoke needed changes for the betterment of the class. In accordance with our educational system, teachers must assess the key and specific competences of the foreign language in this case. Moreover, for assessing these competences, teachers appeal to the evaluation criteria presented in both the Real Decreto 217/2022 and Decreto 39/2022 which are organized on the different courses of Secondary Education. Nevertheless, it is important to note that teachers should create and plan succeed thresholds based on the evaluation criteria, making evaluation

more individualized and concrete depending on the activities, objectives, or characteristics of the learners. Consequently, teachers should consider planning and organizing assessment as indispensable since they should include the type of evaluation that matches the best with their learners and their needs so that this feedback is useful and valuable for them as well as following the educational system that provides the guidelines for assessing and progressing in the process of acquiring the foreign language.

5. TEACHING PROPOSAL

5.1. Context

This teaching proposal was implemented at a High School located in the city of Valladolid. It is in a working-class neighborhood inhabited by middle and lower socio-economic status working-class families. In addition, the neighborhood currently presents a high range of immigrants which increases the multicultural diversity of the students on the High School. It is a center that also provides a wide range of educational programs such as Bachillerato and Basic, Intermediate, and Advanced Vocational Training. The center offers a Bilingual section during the different courses of Secondary Education as well as a *Bachillerato de Investigación y Excelencia en Idiomas* (BIE). For Secondary Education, the center has three lines due to a high demand of students. Nevertheless, for the foreign language, the students were mixed according to the election of the bilingual or non-bilingual section.

The teaching unit was implemented in a Year 1 of Secondary Education, composed of 24 students mixed from two classes from the non-bilingual section. The classroom where the didactic unit was implemented had a digital board and a blackboard. Moreover, one day per week the class was taught in a computer lab. Students had permission previously signed by their parents to bring their mobile phones to class and use them only when the teacher allowed it for specific activities or tasks and in a guided way. The students were usually seated in pairs except when the classes were in the computer lab, whose arrangement is u-shaped. In relation to the schedule of the foreign language course, students had two classes that lasted 50 minutes and other two that lasted 55 minutes each week.

In relation to attention to diversity, the class presented six students who had non-significant curricular adaptations due to a lower level of the foreign language. The main adaptations previously done for these students were implemented in grammar and vocabulary tests. Consequently, the teaching unit presents measures to implement this attention to diversity by assuring the planning of the groups in the activities or the input for the understanding of the lessons.

5.2. Organizing the proposal

This teaching unit is focused on the topic of events and deals with the various aspects that need to be considered for preparing or organizing them. Nevertheless, before presenting the teaching unit itself, it is essential to detail the curricular elements, language teaching aspects, and

methods, resources, and timing. In addition, a brief justification for its planning and organization is also provided.

5.2.1. Curricular elements

As previously mentioned, regarding the SUPRA level, the CEFR (Council of Europe, 2001, 2020) was considered as an orientation for the language requirements and level corresponding to Year 1 of Secondary Education, in this case an A2.2 level. According to the MACRO level, which focuses on the national context, the educational law pertinent for this proposal corresponds to the Ley Orgánica 3/2020 (LOMLOE). Concretely, the legislation contemplated is the Real Decreto 217/2022 to have a general overview of the principles, stage aims, and division of the different years of Secondary Education.

Focusing on the MESO level, which sets the curricular concretion of the regional context, the Decreto 39/2022 was considered, since the teaching unit was implemented in a High School situated in Castilla y León. Within this Decreto, the main specifications were taken from the subject "*Lengua Extranjera,*" which included the specific competences, evaluation criteria and contents of year 1. At this level, the curricular elements were key for the planning and implementation of the proposal since it helped create and organize a coherent and cohesive unit that followed the expected contents and objectives of the level.

The Decreto 39/2022 was also useful for the weekly timetable established for Castilla y León for the first year of Secondary Education. This Decreto stipulates four hours per week dedicated to the foreign language. Consequently, this timetable was considered for the planning of the teaching unit, as well as, in this case, the difference of time per week the High School had in each lesson.

In relation to the teaching unit, and according to the Year 1 of Secondary Education in the "Lengua Extranjera" within the Decreto 39/2022, this proposal develops five key competences: the Competence in Linguistic Communication (CCL), the Plurilingual Competence (CP), the Personal, Social, and Learning to Learn Competence (CPSAA), the Citizenship Competence (CC), and the Cultural awareness and Expression Competence (CCEC). In addition, this proposal deals with the six specific competences, assuring a complete and progressive development of the communicative competence. Focusing on the different evaluation criteria expected in this year, this teaching unit develops the 1.1, 1.2, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.2, 5.2, 5.3, 6.1, and 6.2. Finally, this proposal also deals with the different contents and syntactic-discursive structures, and focuses on several of them: regarding the area A:

Communication, this proposal develops points 1, 3, 4, 5, 6, and 9; considering the area B: Plurilingualism, it deals with points 1, and 3; focusing on the area C: Interculturality, it develops points 1, and 3. In connection with the syntactic-discursive structures, this teaching unit develops points 2, 4, 6, and 9.

5.2.2. Language teaching aspects

In accordance with the theoretical framework, this teaching unit adopts a communicative approach, trying to assure an acquisition of the foreign language through different learning situations centered in the topic of events, which can be applied in real contexts. Furthermore, this teaching unit contributes to developing the students' communicative competence in EFL, as the Real Decreto 217/2022 and Decreto 39/2022 state as one of the main goals in the foreign language. This communicative competence is developed through the practice of the different skills: oral comprehension is practiced through several activities during the teaching unit such as watching authentic videos. Through tasks such as role-plays, games or presentations oral expression is also enhanced. Written comprehension is covered through tasks of organizing excerpts of a story or inferring valuable information from a text. By the creation of a final task that requires the creation of an announcement and a menu for an event, students also develop the written expression. Finally, interaction is practiced and enhanced throughout the whole teaching unit with communicative activities. The main aim is to ensure that students' progress using the language in class and engaging with every communication skill so that the communicative competence can be improved.

As explained previously, Oxford (1990) presents different strategies students can use when learning a foreign language. For this teaching unit, strategies such as memory through TPR tasks, compensation using corporal and non-verbal communication, or social through group work, are presented. With these strategies the main aim is to provide students with tools and help them develop autonomous learning so that they can choose the best strategies for them in their language acquisition process.

Furthermore, this proposal's main objective is to ensure the acquisition of the language. For the sake of achieving this, the hypotheses of Krashen & Terrel (1983) are present during the planning of the teaching unit. For instance, the previous creation and planning of the input was crucial, since the heterogeneity of the class also inquired the assurance of making the input comprehensible while incorporating new contents. This is done through the modulation of the voice, visual aid, or paraphrasing explanations, among others. Thus, assuring that the affective

filter was low is also essential in this teaching unit. As communication is enhanced, motivation and interest are enhanced by using interactive and active activities and positive reinforcements so that learners feel comfortable and confident when using the foreign language.

In order to ensure a natural and progressive acquisition of the language that includes the skills, strategies, and hypotheses to develop the communicative competence, a task-based syllabus is selected for the teaching proposal. This syllabus aims at the process through "a series of complex and purposeful tasks that the students want or need to perform with the language they are learning." (Krahnke, 1987, p.17)

Finally, another language teaching aspect planned and included in this teaching unit is the intercultural dimension using the foreign language. Both the Real Decreto 217/2022 and Decreto 39/2022 emphasize the importance of this interculturality. Hence, this proposal implements this dimension through activities that stress the awareness of different traditions related to events around the world, appreciating and reflecting different cultures and comparing them.

5.2.3. Methods, resources, and timing

For this teaching unit, different approaches and methods are included in order to promote the communicative competence in the foreign language. First, the main approaches applied are the Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). CLT is applied through activities and tasks that reinforce the use of communication in the foreign language by considering the needs and characteristics of the learners. As previously mentioned, this approach intends to use the language using the five communication skills and, therefore, this proposal also focuses on this by implementing activities or tasks to work on them. TBLT is also implemented by creating a proposal focused on the performance of different tasks that lead to a final activity. These tasks, as they are centered on the topic of events, are related to real situations, and help students acquire the language.

In relation to the main approaches followed in the proposal, several methods are also applied. For instance, TPR is included in an activity in which students have to mimic actions previously seen in class so that the rest can guess which one it is as a way of reassuring the acquisition of the contents. By doing activities that follow this method, motivation and confidence is reinforced, helping learners acquire the language. Another method included in the proposal is the Direct Method. This method is included in warm-up activities, in which students and teacher can engage orally so that oral skills are developed. By the design of activities that imply

the use of the foreign language and interaction, the communicative competence is engaged and prioritized.

For this teaching unit, authentic materials are also implemented throughout the different sessions by videos or materials. The main aim is to assure students a close connection and understanding of real-world language and contexts so that they can see the purpose and the usefulness of the tasks and increase their motivation and interest. Furthermore, as previously stated, materials are created and adapted according to the students' needs and characteristics with visual aids during the activities' explanations or development. For instance, the teaching unit includes a video taken from an American YouTube channel (https://youtube.com/@hihokids?si=1XH-JV5aVBSRt4It) in lesson 7. Finally, and in relation to timing, this teaching unit is composed of nine sessions divided into three different language learning situations. This is taken into consideration since, according to the Decreto 39/2022, in the first year of Secondary Education, there are four hours per week dedicated to the foreign language. Consequently, this proposal is implemented for two weeks and one day. Within these four hours per week, the High School had a singular schedule as formerly mentioned. In this case, two of the classes per week lasted 55 minutes and the other two lasted 50 minutes. This timing is highly considered when planning the proposal since, as the time varies, the temporalization of the activities and development of the materials or contents need to be considered and carefully planned.

5.3. Description of the proposal

This teaching unit, titled "*Preparing our own events*" deals with the topic of organizing and considering the different elements related to events or celebrations. As previously mentioned, this proposal is implemented in the first year of Secondary Education, more specifically, in the non-bilingual section. This teaching unit aims at the acquisition of the language and development of the communicative competence through different activities that lead students to a final task. Through the topic of events, which can be easily related to real contexts, students can acquire content and develop their communication skills. Furthermore, this teaching unit serves as an instance of the importance of planning and organizing different learning situations, sessions, materials, timing, and assessment according to different characteristics and contexts.

The structure of this proposal is divided into three language learning situations: the first one, named "*What do we need in an event?*", is composed of four different lessons; the second one,

"*Steps to prepare an even*t", includes three lessons; and finally, the third one, "*Let's create our own event!*", consists of two lessons.

5.3.1. Planning the first language learning situation: *What do we need in an event?*

5.3.1.1. Lesson one: *Let's prepare a feast for our guests*

This first lesson of 50 minutes is composed of five different tasks. The introduction activity, "*What can we eat or drink in a party?*", which lasts 5 minutes, introduces the topic of events and presents the final task briefly. After this, students are asked to brainstorm the food or drinks they can find at parties.

The first reinforcement task, "*Grocery shopping for an event*", presents some vocabulary related to food, drinks or utensils that can be found in events. This is presented through a presentation with pictures of the vocabulary, and asking students if they know how these elements are called. This activity is set to last 10 minutes. Moving on to the second reinforcement activity, "*A medieval feast*", set to last 15 minutes, students are asked to read a text which includes vocabulary seen in the previous task. After reading it, students are given a worksheet with different activities of written comprehension such as searching for specific details or organizing sentences according to the information from the text. This activity finishes with the correction with the class of the different questions. The next activity of reinforcement, "*Food Bingo*", which lasts 15 minutes, is set to assure the acquisition of the different contents dealt in the previous activities. Students are given bingo cards and, after explaining the rules of the games, the teacher starts by saying the different words and showing flashcards with pictures. This activity is set to play different rounds and play with the flashcards by not showing them as the students acquire the words by playing.

Finally, this session finished with a conclusion task, "*Recap of today's lesson*", set to last 5 minutes, in which the teacher and the students summarize what they have tackled during the lesson by discussing and asking different questions.

This session develops the specific competences 1, 2, 3 and 4. Within these competences, it covers different evaluation criteria: 1.1, 1.2, 2.1, 3.1, and 4.2. In addition, it focuses on different contents: A3, A5, B1, and C1.

To plan and design this session, there are some aspects that need to be considered and carefully planned. The materials, for instance, are key for the lesson's development and must be designed and created beforehand according to the level and contents covered. Moreover, input is also

key in this lesson. It is essential to prepare it since new vocabulary is introduced, and students must understand and follow the lesson to complete the different tasks with gestures, visual aids, or paraphrasing. Finally, timing is also carefully planned to assure a controlled and coherent pace during the lesson. In order to have a general overview, a table with the main elements planned in this lesson is presented:

Planning elements
Materials
Input
Timing

Table 2: Planning elements in lesson 1: A feast for our guests.

5.3.1.2. Lesson two: *A costume party*

The second lesson of 50 minutes is divided into five different tasks. This lesson is developed in the computer lab. The introduction task, "*Let's revise what we saw the other day*", set to last 5 minutes, aims at remembering the contents covered in the last lesson and introduces the topic of costumes, which is something that is recurrent when having events. This is done through some questions to create a group discussion with the whole class.

The first reinforcement activity, "*Can you guess these clothes and accessories?*", which lasts 10 minutes, introduces new contents related to costumes, accessories, and clothes. In order to do this, students are shown several pieces of clothing or accessories that the teacher brings to class. As the teacher shows them, students have to try to guess how they are called in English. For the second reinforcement task, "*What does my costume look like?*", set to last 15 minutes, students are divided into pairs. Then, one student is given a sheet with pictures of different clothes or accessories, and the other student is given a sheet with a drawing of a person. The student with the pictures of the clothes must tell the other the clothes the costume has while the other student has to draw them. When they finish, they can check if the student has correctly drawn every piece of clothing, and they can reverse their roles. The third reinforcement activity, *"The perfect costume has...",* which lasts 15 minutes, introduces TPR. In this activity, students are divided into groups of 4 or 5 students. Before starting the activity, the teacher must relate each piece of clothing or accessory seen with an action and students must mimic him/her. Then, the teacher distributes the pieces of clothing and accessories through the classroom. After this, one student in the group starts with the sentence "The perfect costume has..." and mimics the piece of clothing or accessory he/she chooses. The rest of the members of the group have to

search for it around the class and bring it so that the student wears it. The next student in the group must repeat the same process until every member has one piece of clothing or accessory.

To close the lesson, the conclusion task, "*What have we learnt?*", set to last 5 minutes, requires the use of the computers in the class. Students are asked to follow a link in which they have to complete a list divided into "clothes" and "accessories", so students can write the words they have learnt during the lesson.

Within this lesson, students can develop the specific competences 1, 2, 3, and 5. Furthermore, students focus on different evaluation criteria considering these competences: 1.2, 2.1, 2.4, 3.1, and 5.2. During this lesson, students develop several contents: A5, A11, B1, and C3. Finally, students can practice point 2 of the diverse discursive-syntactic structures.

Concerning planning, in this lesson several elements should be organized and planned attentively. For example, materials since the teacher has to design and prepare them in advance. Thus, another key element to plan in this lesson is EFL methodological approaches. As TPR is introduced, it is essential that the teacher knows how to do it so that it works in class, and it helps students acquire the content. Considering this last element, timing also needs to be carefully planned because students will move around the class and need to use the computers, so timing needs to be considered for the planning and creation of the tasks. Lastly, input is also highly considered when planning the lesson, as students receive new structures or vocabulary, and the teacher must plan how to introduce it naturally.

Planning elements
Materials
Input
Timing
EFL methodological approaches

Table 3: Planning elements in lesson 2: A costume party

5.3.1.3. Lesson three: *How will the event be?*

The third lesson of 55 minutes is composed of 5 activities. The introduction task, "*What has changed?*", set to last 5 minutes, aims at reviewing the contents studied in the previous lesson. For this activity, one volunteer must try to remember the students' clothes and accessories. After a few seconds, this student must leave the class. When he/she is waiting outside, the teacher has to give to different students clothes or accessories so that they wear them. Then,

the teacher calls the student to come in and he/she has to try to guess what has changed by saying the different clothes or accessories. This is done with several volunteers.

After this introduction, the first reinforcement activity is "*Let's predict the future of this story"*, which lasts 10 minutes. In this activity, students watch a short video predicting what happens next in the story choosing from several options the video offers. For the second reinforcement activity, "*David's birthday party"*, set to last 15 minutes, students are divided into groups of 4 or 5. After this, they are given different pieces of paper with excerpts of a story that deals with a birthday party and predictions. Students have to try to order the story so that it makes sense. For this activity, each excerpt has a letter, and the teacher helps by saying the beginning of the story. After a few minutes, each group has to say the order they think is correct and the teacher reveals the correct order so that they can read it. This exercise finishes by asking students where they can find predictions on the text ordered. After this, the lesson moves on to the third reinforcement activity, "*Fortune tellers*", which lasts 20 minutes. For this activity, the teacher brings a crystal ball and hairbands. Students are divided into pairs to do role-play. The teacher starts by asking and explaining what a fortune teller is. Moreover, he/she shows an example of a dialogue that can happen between a fortune teller and a client with questions and answers related to preparing events or celebrations. After this, one student performs as a fortune teller and wears a hairband and the other as a client. The teacher gives a sheet with some questions and answers related to the topic of events so that students can create a dialogue and have ideas in case they do not know how to start or what to ask as if they are preparing an event and want to know how it will go. Students practice making the dialogue. Finally, the teacher asks for volunteers to perform their dialogue using the crystal ball. This is done with several volunteers.

This lesson finishes with a conclusion task, "*Will you go to a fortune teller?"*, set to last 5 minutes. During this activity, the teacher and the students discuss if they have gone to a fortune teller or if they will go one day.

For this lesson, students develop the specific competences 1, 2, and 3. Within these competences, the evaluation criteria covered are: 1.1, 1.2, 2.1, 2.4, 3.1, and 3.3. Thus, several contents are also covered: A1, A3, A4, and B1. Finally, students also focus on points 4 and 6 of the syntactic-discursive structures.

For the planning of this session, several things are considered. First, the input in this lesson is key, since grammatical structures related to future tenses, in this case "will", are introduced and must be planned carefully so that students acknowledge and understand this inductively.

Closely related to this, materials must be cautiously planned since they have to follow the activities while learning new structures. Accordingly, timing is also crucial for this lesson as students will work in groups or pairs and practice producing orally using this new structure. Students need to have time to use and learn this so that they can acquire it. Finally, students' characteristics and needs are also considered and planned in this lesson because students form groups and, as some of them usually need non-curricular adaptations, it is essential to make sure that these students gather in groups with classmates that can help them during the tasks so that they can follow the same pace as the rest of the class.

Planning elements
Materials
Input
Timing
Students' characteristics and needs

Table 4: Planning elements in lesson 3: How will the event be?

5.3.1.4. Lesson four: *Play some music, please!*

This fourth lesson of 55 minutes is divided into five different tasks and finalizes with the first language learning situation. To start this lesson, an introduction task, "*Do you like to listen to music?"*, set to last 5 minutes, is done. During this activity, the teacher asks some questions related to the topic of music during events and reviewing things seen in the previous lesson. With this activity, the class can have a quick discussion about the topic.

The next activity is the first reinforcement task, "*Music for a party"*, which lasts 15 minutes. For this activity, students are engaged by asking questions about music and their favorite genres. After this, students are divided into groups of 4 or 5. Then, the teacher asks students to create a verse or a chorus for their own party or event. Nevertheless, the teacher reminds students that they must include several topics in their songs: Food, Costumes, and Activities. As the students start creating their songs, the teacher walks around in case they need help. When students finish, each group must sing their verse or chorus for their event. Moving on to the second reinforcement activity, "*The horoscope of my event"*, is set to last 15 minutes. For this activity, students are given a worksheet with some incomplete sentences related to an event. These sentences are related to the previous topic of music, food, or costumes, among others. Each student must write their names on the top of the sheet and complete the first sentence. After this, they must fold the sheet hiding their sentence and pass *it* to their classmate behind so that they can complete the second sentence. This process is repeated until the last

sentence is completed. When this process finishes, students must search for their sheet and read how their event will be according to what their classmates have written. This activity finishes with some volunteers reading their horoscopes of the event aloud. The third reinforcement activity, "*Tic-tac-toe*", set to last 15 minutes, involves a revision of everything covered during this first language learning situation. For this activity, the class is divided into two teams. The teacher explains the way the game *tic-tac-toe* is played in case some students do not know and assigns the "*X*" to one team and the "*O*" to the other. After this, the teacher shows a presentation with questions related to the contents previously seen, and the first team must try to answer it correctly. If they guess it, they can draw in the blackboard their letter. If they do not guess correctly, the other team can try it. This is done with several questions until one team managed to have four "*X*" or "*O*" in a row. Moreover, to do this activity, each member of the team must answer one question, so that everyone can participate.

This lesson finishes with the conclusion activity, "*Let's recap the things we have seen*", which lasts 5 minutes. During this activity, students brainstorm everything they have dealt with and learnt during these four lessons while the teacher writes it on the blackboard.

Throughout this lesson, students develop the specific competences 1, 2, 3, and 4. Moreover, they covered different evaluation criteria: 1.2, 2.2, 2.4, 3.3, and 4.2. In relation to the contents, students can practice A1, A5, A11, and B1. Finally, they can cover point 4 of the syntactic-discursive structures.

During the planification process of this lesson, there are some elements that should be schemed. For instance, materials need to be created and planned so that they cover the contents, and they are clear for the students. In addition, and linked to the materials, the input must be organized and designed so that the explanations are clear, and students can understand and have a low affective filter for producing their output. Classroom control and atmosphere is also highly considered for this lesson, since the activities require movement, and it is essential that the teacher controls the class and the activities. Finally, timing must also be planned due to the activities' nature. As they involve playing games or physical movement, time needs to be considered so that the lesson can follow a normal pace.

Planning elements
Materials
Input
Timing
Classroom control and atmosphere

Table 5: Planning elements in lesson 4: Play some music, please!

5.3.2. Planning the second language learning situation: *Steps to prepare an event*

5.3.2.1. Lesson five: *The steps for the perfect event*

The fifth lesson of 50 minutes is composed of 5 different activities. The introduction activity, "*What do we have to do when preparing an event?*", set to last 5 minutes, introduces the second language learning situation. In this activity, the teacher asks students about what they must do when preparing an event by helping them with examples.

After this, the first reinforcement activity, "*How to plan a party*", which lasts 10 minutes, starts. In this task, the teacher shows a presentation with some pictures of different steps to follow when preparing an event. Students have to guess which action refers to each picture. When they try to guess, the teacher reveals the action so that students can write it in their notebooks. The second reinforcement activity, "*What are you doing on Monday?*", is set to last 15 minutes. For this activity, students are divided into pairs. After this, the teacher hands a worksheet to each student. Nevertheless, within the pair, one student has some missing information that the other student has and vice versa. This activity aims to make students ask questions so they can complete the missing information. In order to do this, students have to produce using future structures and revising the vocabulary previously seen. After this, the teacher asks some questions related to this structure, so that students can manage to see the difference with the structure "will" by seeing this difference in meaning. Moving on to the third reinforcement activity, "*Kahoot time!*", set to last 15 minutes, involves the use of computers since this lesson is set in the computer lab. The aim of this task is to ensure that students have understood the contents taught while playing Kahoot, which motivates them.

This lesson finishes with a conclusion task, "*Ask and answer*", set to las 5 minutes. For this activity, each student must write on paper a question introducing the grammatical structures seen. After writing it, every question is put in a box and then each student has to pick one paper and answer the question accordingly. When they finish, the students must put the paper in the box so the teacher can check the questions and answers.

During this lesson, students can cover several specific competences: 2, 3 and 4. Within these competences, they develop points 2.4, 2.5, 3.1, 3.2, and 4.2 of the evaluation criteria. Considering the contents, this lesson covers points A3, A4, A5, and B1. Finally, the syntactic-discursive structures tackled in the lesson are points 4 and 6.

In order to plan this lesson, there are some key points that need to be considered. Input is highly considered when planning this lesson, since students are going to be introduced to new structures and contents and the input needs to be understandable. Closely related to the input, the materials are also planned and created according to the input so that they serve as aids to understand the different activities and contents as well as for practicing with real context tasks. Timing needs to be planned so that the pace of the activities is coherent, and students do not get bored with one activity. Finally, ICTs should be planned for this lesson. As one activity introduces Kahoot, the teacher must plan the aim and objectives for introducing this ICT and how it can help students revise the contents taught.

Planning elements
Materials
Input
Timing
ICTs

Table 6: Planning elements in lesson 5: The steps for the perfect event

5.3.2.2. Lesson six: *Making the announcements*

The sixth lesson of 50 minutes is divided into four different activities. For the introduction activity, "*What did we do the other day?*", set to last 5 minutes, students have to remember the things addressed in the last lesson with the help of questions.

After this, the first reinforcement task, "*What am I doing?*", which lasts 10 minutes, aims to revise the actions of different steps to prepare an event addressed in the previous class. In order to do this, a volunteer has to go to the front of the class. The teacher has to say one of the actions to that student so that he/she can try to mimic the action. The rest of the students have to try to guess the action. The student who guesses it is the one doing the next action. This activity is done with several actions and volunteers. The second reinforcement activity, "*Find someone who*", is set to last 15 minutes. For this activity students are gathered in groups of 4 or 5. The teacher distributes different worksheets to each member of the group. Each student has some statements of actions he/she is doing in the future and some questions that are not

answered. Students have to ask in turn those questions so that they find the person who is doing the actions. When every student asks the questions and has the answers, the teacher gives feedback by asking about the differences with the other future structures seen, so that students can see the distinct forms of using future tenses. The third reinforcement activity, "*Announcement of my birthday party*", is set to last 20 minutes. For doing this activity, remain in their groups. Then, the teacher distributes a real example of an announcement and invitation to an event. Students have to read and try to examine the structure and organization of the announcement. After this, each group must write their own announcement or invitation to an event, including the elements seen in the example, differentiating its parts.

For this lesson, the specific competences covered are: 1,2, and 3. Within these competences, students can develop different evaluation criteria: 1.1, 1.2, 2.1, 2.5, and 3.3. Considering the different contents, this lesson covers points A1, A5, B1, and C1. To conclude, the syntactic-discursive structures developed during this lesson are 4 and 6.

There are some elements that are key for the planning of this lesson. Firstly, materials must be carefully planned and introduced, such as realia in this case with the announcement or invitation. Input also needs to be planned so that explanations can be clear, and students follow the objectives of the lesson by being able to write their own announcement following an example. Another major factor is timing. Teacher must plan the time students might need to complete the different activities and the time spent forming groups or explaining the tasks. Finally, planning this lesson requires organizing and creating the groups so that students who might need help can follow the activities with the help of other members.

Planning elements
Materials
Input
Timing
Group management

Table 7: Planning elements in lesson 6: Making the announcements

5.3.2.3. Lesson seven: *Birthdays around the world*

Lesson 7, which closes the second language learning situation, is divided into 5 tasks in 50 minutes. For the introduction activity, *"How do people celebrate events?",* set to last 5 minutes, the teacher introduces the lesson by asking students if they know traditions around

the world related to events like birthdays or weddings, among others. By asking and answering questions, the teacher creates a brief discussion about the topic.

Moving on to the first reinforcement task, "*Birthday food around the world*", which lasts 15 minutes, the teacher puts a short YouTube video about kids trying different birthday foods around the world. In order to help them follow and understand what the kids say, the subtitles of the video are included. After watching it for the first time, the teacher asks if the students need to watch it again or if they have doubts. Then, the teacher puts a presentation showing different questions related to the video so that the students can answer them together at the moment. Along with these questions, the teacher asks for more information to create a class discussion. The second reinforcement activity, "*Birthday traditions around the world*", is set to last 10 minutes. For this activity, students should be gathered in groups of 4 or 5. Then, the teacher gives each group pictures of different countries and pieces of paper with birthday traditions. The aim of this task is that students guess which tradition corresponds to each country. After some time, the teacher asks someone to read a tradition and say which country they think it corresponds to. This is done with every tradition as well as some further explanations and opinions about it. The third reinforcement activity, "*Board game*", is set to last 15 minutes. In this activity, students remain in the same groups as before. The teacher distributes a board game to each group, dice, and tokens. The board game is created with questions related to events and celebrations and the use of future structures taught in class. Students start playing with the board game and practice by answering the different questions until one of them manages to get to the end.

To finish this lesson, a conclusion task, "*How did I do it?*", is done. In this activity, the teacher hands a self-evaluation to the students with questions related to everything seen during these lessons, as well as their opinion about the things they have learnt, or they need to improve. This is done individually. After this, the teacher explains that the next day students will start with the final task.

During this lesson, several specific competences are covered: 1, 2, 5, and 6. Furthermore, students can develop points 1.1, 2.1, 5.3, 6.1, and 6.2 of the evaluation criteria. Relating the lesson with the contents of the Year 1 in the Decreto 39/2022, students deal with points A4, A5, A6, and B3. Finally, the syntactic-discursive structures tackled in the lesson are points 4, 6, and 9.

Within this lesson's planification process, some elements should be considered. First, materials should be carefully selected, since this lesson includes authentic materials such as the video, and it must be appropriate for the topic and their level. In accordance with this, the input also must be regarded, since this lesson can include new contents or vocabulary, and the teacher must ensure students are understanding and following the input to perform the activities. Timing is also essential when planning the lesson because activities should follow a coherent pace and assure that there is enough time for them to do their self-evaluation. Finally, this lesson also needs to plan the assessment, in this case, how to create the self-evaluation, what to include and ensure that students understand why self-evaluating can be helpful for their language learning process.

Planning elements
Materials
Input
Timing
Assessment

Table 8: Planning elements in lesson 7: Birthdays around the world

5.3.3. Planning the third language learning situation: *Let's create our own events!*

5.3.3.1. Lesson eight: *Creation of our own events*

This lesson of 55 minutes is divided into 3 different tasks. The introduction activity, "*Should we create our own event?*", is set to last 5 minutes. For this activity, the teacher introduces the final task with the help of an example. The teacher explains that students must create their own announcements and menu for an event or celebration. They must include the contents addressed in the previous lessons such as food or costumes, among others. Moreover, the teacher creates the groups in which students are going to work and present the different themes of the events (Birthday, Carnival, Halloween, Wedding, and Graduation). With the use of a wheel, the themes are distributed. Then, the teacher also explains that they will have time to do it during this lesson and the next one, but they will have to present their final task in two or three minutes during the next lesson too. After assuring that students have comprehended the final task, the teacher distributes a cardboard in which the students have to write their final task.

The reinforcement activity, "*Working on the creation of the event*", which lasts 45 minutes, aims at giving students time to start organizing and working to create their final task. During this time, the teacher walks around the class supervising students and resolving the doubts that might arise.

This lesson finishes with a conclusion task, "*How are we going?*", set to last 5 minutes. During this activity, the teacher discusses with the students how they are doing with their final tasks and lets them know that they will have some time for the next lesson. Nevertheless, the teacher also reminds students that in the next lesson they will have to present their final tasks.

In this lesson, the specific competences 2 and 3 are covered. Moreover, students develop several evaluation criteria: 2.2, 2.4, 3.1, and 3.4. Regarding the contents, this lesson tackles points A1, A3, A4, and C1. Lastly, points 2, 4, and 9 of the syntactic-discursive structures are contemplated.

The planning elements considered for this lesson are several. First, group management should be attentively planned since students are going to work in groups and they should be heterogeneous, so that students can help each other during the process of creating their tasks. Another important element is the input, since students have to clearly understand what they have to do in their final task as well as the things they have to include and consider. Finally, the objectives and outcomes should be planned because the teacher must take into account the aims of this final task. Thus, the teacher must consider the contents and activities previously done, so that the outcome of creating this final task corresponds to the objectives set and follows a coherent and progressive process.

Planning elements
Group management
Input
Objectives and outcomes

Table 9: Planning elements in lesson 8: Creation of our own events

5.3.3.2. Lesson nine: *Presentation of our own events*

This final lesson of 55 minutes is composed of four tasks. During the introduction activity, "*Let's finish the events*", set to last 5 minutes, the teacher reminds students that they are going to have 10 minutes to finish the task and prepare their presentation. Moreover, he/she also points out that every member of the group must participate in the presentation by saying something.

The first reinforcement activity, "*The finishing touches*", is set to last 10 minutes. Throughout this task, students can work to finish their announcements and prepare what they are going to say in the presentations. Thus, the teacher walks around in case anyone needs help or has any doubts. Moving on to the second reinforcement activity, "*Presentation of the events*", which

lasts 30 minutes, students start presenting their final tasks. The order of the presentations is done randomly with a wheel. During this task, students present their final tasks, talking about the announcement and menu of the events and including the different details they decided. While the students are presenting, the teacher will evaluate with a previously created rubric. This rubric will include not only the final product and presentation but also the process of creation of the final task. Within this rubric, aspects such as appropriateness to the communicative situation, use of verbal and non-verbal language, creation of the announcement and menu following the textual typology, use of contents addressed during the lessons, collaboration, or objectivity when evaluating are included. Consequently, students can develop specific competences such as creating short and simple texts related to the second specific competence. Students also deal with the third specific competence interacting and presenting their final tasks. Thus, the fifth competence is tackled by co-evaluating the different groups.

Finally, this lesson finishes with a conclusion task, "*Co-evaluation*", set to last 10 minutes. For this activity, students remain in their groups. The teacher distributes an evaluation sheet with some questions about the presentation done by their classmates. Each group must evaluate the rest, including what they liked the most or what they think could be improved, so that students can co-evaluate. When each group finishes evaluating the rest of their classmates, the teacher thanks students for their work and motivation during the final task and tells them that they will start with a new topic next lesson.

This final lesson tackles several specific competences: 2,3, and 5. Within these competences, students can develop several evaluation criteria: 2.1, 2.2, 2.4, 3.1, 3.3, 3.4, and 5.3. Moreover, the contents covered during this lesson are A1, A4, A6, A9, B1, and B3. Lastly, students can practice points 2 and 4 of the syntactic-discursive structures.

In order to plan this lesson, there are several elements that are crucial. For instance, the teacher must create the rubric considering the curriculum and language learning contents that are coherent with everything addressed during the previous lessons. Thus, the teacher must contemplate the progression of the students and not only the final product. Closely related, the objectives and outcomes must be planned accordingly. The teacher must regard which are the aims expected during the lessons and final tasks and how the outcomes will benefit students for developing the communicative competence and acquisition of the foreign language. Finally, assessment is essential in this lesson. As the teacher assesses students' presentations and work considering their characteristics, their progression and willingness to perform the different

tasks. In addition, there is also co-evaluation and, therefore, the teacher must ensure that questions are planned carefully, and students understand the aim of evaluating their classmates and how it can help them improve their learning process.

Planning elements
Curriculum and language learning contents
Assessment
Objectives and outcomes

Table 10: Planning elements in lesson 9: Presentation of our own events

5.4. Implementation results and improvements

After planning and implementing the teaching unit in this Year 1, evaluating the results obtained and reflecting about possible improvements for future practices is axiomatical for a teacher's lifelong learning process. The overall feedback from the implementation was positive and students responded showing willingness and motivation throughout the development of the tasks and lessons. Although the group was heterogeneous and presented different characteristics and backgrounds, the class atmosphere allowed both individual and group work making students collaborate with each other and facilitating their language learning process.

Focusing on a topic such as events resulted very motivating for students since it related to a real and common situation, making them find usefulness in the different contents and activities tackled. Thus, briefly presenting the final task at the beginning of the first lesson made students have an objective and helped them relate the different tasks to facilitate the creation of this activity.

The implementation of the different language learning situations and lessons was generally successful. Planning took a major significance in this teaching unit, since there were various elements that needed consideration and time for designing and organizing the different lesson so that the results were coherent and cohesive. Moreover, planning and adapting tasks, materials, or group management provide students with a more individualized learning process which resulted in better results. As previously presented, each lesson required focus on different planning elements. Nonetheless, some of these elements, such as input, materials, or timing proved to be recurrent throughout the lessons demonstrating its importance in the planning process. Furthermore, these elements presented a close relation among them, determining a correlation that needs to be acknowledged during planning. Besides the activities organized for each lesson, it was crucial to design and think about extra activities in case the

timing planned did not go as expected. Actually, one of the inconveniences during this teaching unit was timing since there were several lessons in which these extra activities were needed. Consequently, planning also requires anticipating unforeseen problems and having alternatives not only in case of timing constraints but also in case an activity is not working as expected with students.

Perhaps the most difficult planning process of this teaching unit was relating every task within the lesson and language learning situation so that the progression of the tasks and lessons provided usefulness and consistency. Furthermore, it was crucial to associate these tasks with the specific competences, evaluation criteria or objectives presented in the curriculum. Assuring that there was a correlation between the tasks was combined with trying to make activities entertaining and motivating for students and providing them with new challenges for their acquisition process. Although students were used to working with a textbook, they proved to respond positively to learning through different tasks that required more communication and collaboration. In fact, students presented to be more engaged and interested in the activities, resulting in more participation and motivation. Nevertheless, although the textbook was not used except for one reading, the topic and contents were taken from it and related to the Decreto 39/2022.

Considering the drawbacks or possible improvements of this teaching unit, continuous assessment was an arduous task. Creating succeed thresholds for each task and relating and assuring a progression throughout the different tasks resulted in some cases a challenging task. Moreover, evaluating every student in each lesson both individually and in group work to check if they were understanding and following the activities was also difficult since it was a large and heterogeneous group. Finally, another future improvement for this teaching unit is related to the nature of some activities. For instance, in lesson 9, when students co-evaluate the rest of the presentations, it would have been more efficient if groups were evaluated right after their presentation, giving some time to reflect instead of evaluating every group at the end.

6. CONCLUSIONS

Planning is a professional act that requires decision-making which can highly influence the results obtained. It requires teachers to master the dimension of planning acknowledging different variables so that objectives, methodological approaches, or materials are defined and organized, among others. Thus, it demands teachers to follow a lifelong learning process to become experts and be able to adapt to different situations.

Furthermore, planning inquires stating to the regulations and system established, in this case the Ley Orgánica 3/2020, following its main objectives, competences, contents, or evaluation criteria, among others. Within these requirements, planning language learning situations is presented as an unavoidable competence of the EFL teacher, since it represents the means by which language acquisition can take place. It enables teachers to set relationships among real life contexts and curriculum contents. Moreover, as Moya & Luengo (2021) state, language learning situations present an opportunity for students to engage in knowledge and acquire essential learning.

Language learning situations and its planning requires addressing various features to achieve successful implementation. Among these features, learners' needs and characteristics involve assuring adaptation and consideration of the heterogeneity and individuality of the students. Closely related, teachers must consider language learning and acquisition processes within this heterogeneity by facilitating tools and models to assure acquisition and learning. Curriculum and language learning contents inquire adherence to the educational curriculum and syllabus so continuous and progressive learning can take place. Lesson objectives and outcomes are also crucial for planning and allow teachers to follow a coherent and cohesive path for students' learning process. Establishing and planning EFL methodological approaches that assure the development of the communicative competence enables students to deal with motivating procedures that facilitate acquisition. Moving on to organizing lessons and materials, planning asks assuring diverse nature of enriching and adapted materials and enabling a continuous and rational pace that enhances students' development. Finally, planning language assessment ensures the evaluation and contemplation of students' performance and, therefore, must be provided with several techniques and considerations.

When it comes to planning a coherent didactic proposal there are some elements that must be pondered:

- Selecting the proper curricular components so that the contents relate to the real situations planned and enhance the development of the communicative competence is an essential step when planning and designing a teaching unit.

- Selecting materials and strategies needs to be carefully planned so that it can facilitate students' learning growth. Moreover, it is essential to adapt these materials and strategies according to the students' distinct characteristics.

- Preparing classroom management and timing of the different tasks so that both teachers and students can make the most of the activities. Thus, planning and organizing the gathering of the students when collaborating in a task can assure a good atmosphere and let students help each other.

- Planning the input can make a difference in students' language acquisition process. Creating and organizing what is going to be said and how it is going to be said is a major step that teachers must contemplate and adapt according to the different characteristics and level of the students.

- Anticipating future problems or unforeseen situations requires planning other tasks or adapting the ones created to have a backup in case needed. In relation to this, it is essential that the teacher adapts and is flexible to changing according to different mishaps.

- Planning assessment and assuring that the evolution of the students is accounted for and considered is also essential. This can help not only to see the progression and development of the student but also to show them how to be objective when evaluating and be able to see their strengths and flaws.

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ANNEXES

Phase: Secondary Education								Level/course: Year 1
Key competences CCL, CP, CPSAA, CC, CCEC								**Specific competences** 1,2,3,4,5,6
Contents A: 1, 3, 4, 5, 6, 9 B: 1, 3 C: 1, 3 Syntactic-discursive structures 2, 4, 6, 9								**Evaluation criteria** 1.1,1.2 2.1,2.2,2.4,2.5 3.1,3.2,3.3,3.4 4.2 5.2,5.3 6.1,6.2
Learning situations 1. What do we need in an event? 2. Steps to prepare an event. 3. Let's create our own event!								
Activities for session								
Session 1 Learning situation 1: Let's prepare a feast for our guests	Session 2 Learning situation 1: A costume party	Session 3 Learning situation 1: How will the event be?	Session 4 Learning situation 1: Play some music, please!	Session 5 Learning situation 2: The steps for the perfect event	Session 6 Learning situation 2: Making the announcements	Session 7 Learning situation 2: Birthdays around the world	Session 8 Learning situation 3: Creation of our own events	Session 9 Learning situation 3: Presentation of our own events
Attention to diversity The teaching unit embraces the attention to diversity in order to create an inclusive atmosphere in the classroom. In this classroom, there are six students that have non-significant curricular adaptations in some communication skills due to its level in the foreign language. These students will be always mixed in groups with students that can help them understand and develop the activities at the same pace as the rest of the class. Moreover, in every activity or task the teacher will try to assure the understanding of the explanations and approach those students to explain it again in case it is needed.								

Session 1: Let's prepare a feast for our guests. Learning situation 1: What do we need in an event?	
Specific competences 1,2,3,4	**Succeed thresholds** 2.1.1. Presents at least two ideas of the things that people can eat or drink in a party. 1.1.1. Understands the basic information and vocabulary related to food through pictures. 1.2.1. Understands the information from the text of a medieval feast, extracting and interpreting the main ideas. 4.2.1. Answers to the questions related to the text about a medieval feast using strategies to its comprehension. 3.1.1. Participates in the bingo by making brief interactions using the vocabulary of food.
Contents (of the subject and cross-disciplinary) A3,5 B1 C1 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Activities/tasks**
	Introduction: What can we eat or drink in a party?
	Reinforcement 1: Grocery shopping for an event
	Reinforcement 2: A medieval feast
	Reinforcement 3: Food bingo
	Conclusion: Recap of today's lesson

Session 2: A costume party. Leaning situation 1: What do we need in an event?	
Specific competences	**Succeed thresholds**
1,2,3,5	2.1.2. Presents at least one idea of the food vocabulary seen in class. 5.2.1. Interprets and labels the names of the different clothes with the help of pictures. 2.4.1. Uses the vocabulary of clothes to help his classmate draw a costume. 1.2.2. Applies the previous knowledge related to vocabulary of clothes to follow to instructions of the activity. 5.2.2. Makes use of different strategies to learn the language through the use of non-verbal communication. 3.1.2. Participates in a brief discussion about the best costume drawing, presenting, and respecting different opinions.
Contents (of the subject and cross-disciplinary)	**Activities/tasks**
A5,11 B1 C3 Discursive-syntactic structures 2 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Introduction:** Let's revise what we saw the other day
	Reinforcement 1: Can you guess these clothes and accessories?
	Reinforcement 2: What does my costume look like?
	Reinforcement 3: The perfect costume has…
	Conclusion: What have we learnt?

Session 3: How will the event be? Learning situation 1: What do we need in an event?	
Specific competences	**Succeed thresholds**
1,2,3	2.4.2. Applies the vocabulary of clothes seen to identify the changes in the class. 1.1.2. Predicts the events that happen in the video by choosing among the different options. 3.3.1. Discusses and participates in the predictions of the video making brief interventions. 1.2.3. Interprets the pieces of text searching for key words to order the story correctly. 3.1.3. Creates a short dialogue using the future following the questions and answers given by the teacher. 2.1.3. Expresses a short dialogue with his/her partner using the questions and answers given by the teacher using verbal and non-verbal resources.
Contents (of the subject and cross-disciplinary)	**Activities/ tasks**
A1,3,4 B1 Syntactic-discursive structures 4,6 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Introduction:** What has changed? **Reinforcement 1:** Let's predict the future of this story **Reinforcement 2:** David's birthday party **Reinforcement 3:** Fortune tellers **Conclusion:** Will you go to a fortune teller?

Session 4: Play some music, please! Learning situation 1: What do we need in an event?	
Specific competences	**Succeed thresholds**
1,2,3,4	3.3.2. Participates in the discussion at least once presenting his/her opinions and ideas. 1.2.4. Infers the missing words from the song by listening to it. 2.2.1. Creates a short sentence following the instructions of the horoscope of the event and using the future tense. 2.4.3. Applies the vocabulary seen for the creation of sentences in the horoscope of the event. 4.2.2. Answers at least two questions correctly during tic-tac-toe showing assimilation of the contents.
Contents (of the subject and cross-disciplinary)	**Activities/ tasks**
A1,5,11 B1 Syntactic-discursive structures 4 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Introduction:** Do you like to listen to music? **Reinforcement 1:** Music for a party **Reinforcement 2:** The horoscope of my event **Reinforcement 3:** Tic-tac-toe **Conclusion:** Let's recap the things we have seen

Session 5: The steps for the perfect event. Learning situation 2: Steps to prepare an event	
Specific competences	**Succeed thresholds**
2,3,4	2.5.1. Expresses his/her opinion about preparing an event using day-to-day vocabulary. 2.4.4. Infers the vocabulary related to steps to plan a party guessing the meaning by the pictures. 3.2.1. Constructs in a guided way structures to ask and answer questions related to definite plans in the future. 3.1.4. Participates in a short and guided dialogue about definite plans in the future using the vocabulary of planning a party. 4.2.3. Answers the questions that review vocabulary and grammar through a Kahoot.
Contents (of the subject and cross-disciplinary)	**Activities/tasks**
A3,4,5 B1 Syntactic-discursive structures 4,6 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Introduction:** What do we have to do when preparing an event? **Reinforcement 1:** How to plan a party **Reinforcement 2:** What are you doing on Monday? **Reinforcement 3:** Kahoot time! **Conclusion:** Ask and answer

Session 6: Making the announcements. Learning situation 2: Steps to create an event	
Specific competences	**Succeed thresholds**
1,2,3	2.1.4. Expresses through non-verbal actions the vocabulary related to steps to plan an event. 3.3.3. Formulates short questions and answers using the future in a dialogue. 2.5.2. Describes orally actions with the guide of a worksheet about daily activities using the future. 1.2.5. Applies in a guided way strategies to understand the structure of a written text about an announcement. 1.1.3. Interprets the global meaning of a written text about an announcement selecting the main points and information.
Contents (of the subject and cross-disciplinary)	**Activities/tasks**
A1,5 B1 C1 Syntactic-discursive structures 4,6 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Introduction:** What did we do on the other day? **Reinforcement 1:** What am I doing? **Reinforcement 2:** Find someone who **Reinforcement 3:** Announcement of my birthday party

Session 7: Birthdays around the world	
Specific competences	**Succeed thresholds**
1,2,5,6	5.3.1. Evaluates his/her performance and reflects the difficulties he/she faced during the unit. 6.2.1. Values diversity in different birthdays traditions around the world, showing tolerance and respect for cultural differences. 6.1.1. Acts and embraces cultural differences in birthday traditions acknowledging the contrasts between his/her native country and others. 1.1.4. Interprets and extract the main points of extracts about birthday traditions around the world to match them with their country. 2.1.5. Expresses and answers orally to the questions in the board game using the future tenses and daily life vocabulary.
Contents (of the subject and cross-disciplinary)	**Activities/ tasks**
A4,5,6 B3 Syntactic-discursive structures 4,6,9 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Introduction:** How do people celebrate events? **Reinforcement 1:** Birthday food around the world **Reinforcement 2:** Birthday traditions around the world **Reinforcement 3:** Board game **Conclusion:** How did I do it?

Session 8: Creation of our own events. Learning situation 3: Let's create our own event!	
Specific competences	**Succeed thresholds**
2,3	2.2.2. Creates an announcement of an event and a menu in a coherent and clear way following the teacher's indications and adapting to the textual typology required for this type of document. 2.4.5. Uses the vocabulary of food, clothes, and steps for an event from the unit seen in class for their products and explanations, showing they had assimilated the contents. 2.4.6. Uses the grammatical structures seen in class incorporating them in the creation of the announcement of the event, showing they had assimilated the contents. 3.1.5. Participates equally with the rest of their classmates in the development of the creation of the event. 3.4.1. Works cooperatively with his/her group mates, showing an open and respectful attitude during the process of creation and presentation.
Contents (of the subject and cross-disciplinary)	**Activities/tasks**
A1,3,4 C1 Syntactic -discursive structures 2,4,9 Cross-disciplinary contents In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Introduction:** Should we create our own event? **Reinforcement 1:** Working on the creation of the event **Conclusion:** How are we going?

Session 9: Presentation of our own events. Learning situation 3: Let's create our own event!	
Specific competences	**Succeed thresholds**
2,3,5	2.1.6. Makes a short presentation about the event appropriate to the communicative situation to classmates using both verbal and non-verbal language.
	2.2.2. Creates an announcement of an event and a menu in a coherent and clear way following the teacher's indications and adapting to the textual typology required for this type of document.
	2.4.5. Uses the vocabulary of food, clothes, and steps for an event from the unit seen in class for their products and explanations, showing they had assimilated the contents.
	2.4.6. Uses the grammatical structures seen in class incorporating them in the creation of the announcement of the event, showing they had assimilated the contents.
	3.1.5. Participates equally with their classmates in the development of the creation of the event.
	3.4.1. Works cooperatively with his/her group mates, showing an open and respectful attitude during the process of creation and presentation.
	3.3.4. The student expresses himself/herself in a fluent way using the foreign language even with the use of repetitions, pauses or hesitations.
	5.3.2. The students co-evaluates objectively the work of the rest of the classmates in a guide way and following the teacher's indications.
Contents (of the subject and transversals)	**Activities/tasks**
A1,4,6,9	**Introduction:** Let's finish the events
B1,3	
Syntactic-discursive structures	**Reinforcement 1:** The finishing touches
2,4	
Cross-disciplinary contents	
In accordance with the Artículo 6.5 del Real Decreto 217/2022 and the Artículo 10 de Decreto 39/2022, in all subjects and areas of the stage, aspects such as reading comprehension, oral and written expression, the promotion of the critical and scientific spirit, emotional and values education, education for peace and non-violence creativity will be worked on.	**Reinforcement 2:** Presentation of the events
	Conclusion: Co-evaluation