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Attention to Diversity in Secondary Education: a proposal to meet the current needs of students in the EFL Teaching

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Resumen

A lo largo de los años se han producido grandes avances en la sociedad en cuanto a las actitudes socioculturales hacia los estudiantes que presentan atención a la diversidad, desde el modelo de Educación Especial implantado en el siglo XIX, que los trataba de deficientes hasta el modelo de Escuela Inclusiva, que tiene lugar en el presente siglo XXI y valora sus características. Para ello, los docentes deben conocer los diferentes tipos de estudiantes con NEAE que establece la actual legislación del sistema educativo español para ayudar a superar las barreras físicas, intelectuales o funcionales que obstaculizan su aprendizaje y alcanzar los objetivos de la etapa de educación secundaria. Posteriormente, los docentes deben diseñar una serie de medidas efectivas para que cada alumno pueda sentirse partícipe de su propio aprendizaje sobre unos fundamentos de inclusividad. Todo esto se materializa en una propuesta didáctica para la materia de lengua extranjera (inglés) que rompe con la tradicional discriminación de dichos estudiantes y les ofrece oportunidades equitativas.

Palabras clave

Atención a la diversidad, estudiantes con NEAE, inclusividad, propuesta didáctica.

Abstract

Over the years there have been great advances in society in terms of socio-cultural attitudes towards students with attention to diversity, from the Special Education model implemented in the 19th century, which treated them as deficient, to the Inclusive School model, which takes place in the present 21st century and values their characteristics. Thus, teachers must know the different types of students with NEAE established by the current legislation of the Spanish education system to help overcome the physical, intellectual or functional barriers that hamper their learning and achieve the objectives of the secondary education stage. Subsequently, teachers must design a set of effective measures so that each student can feel involved in their own learning on a basis of inclusiveness. All this is reflected in a didactic proposal for the foreign language subject (English) that breaks with the traditional discrimination of these students and allows them equal opportunities.

Key words

Attention to diversity, students with NEAE, inclusiveness, didactic proposal.

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Introduction: educational environment in Spain nowadays

The fundamental basis of a person development is aimed to commit with the sustainability of the natural environment and to acquire the necessary knowledge to face real life situations in a personal and professional way. That all is thanks to education as a means of enhancement in quality life and of freedom in personal choices of being the person who just want to be. The main reference in favour of education in Spain is Magna Carta (State School Council of Spain, 2023, p. 23), which stands for education as an essential right for everyone, and international corporations which we take part of and follow their proceedings, we create an educational system that is chasing opportunities in society, economy and environment areas for guaranteeing wealth and well-being as a long-term proposal for 'España 2050' (Spain 2050).[1]

Since the COVID-19 pandemic, educational systems from all over the world have experienced the negative consequences of school closure among other education centres and, of course, of the lockdown at their homes. Post-pandemic effects persist nowadays as the Progress in International Reading Literacy Study (PIRLS) test in 2021 proved that reading performance in 10-year-old students across the world has decreased in comparison with the last evaluation made in 2016 before the pandemic.[2] Specifically, in Spain there was a decrease of 7 points, but not the lowest yet regarding neighbouring countries (Cobreros and Gortazar, 2023).

Another negative effect from the pandemic is the growth of the socioeconomic inequality gap regarding the fundamental human rights of being provided with a high-quality education (State School Council of Spain, 2023, p. 23). Thus, in order to maintain teaching, the main international entities have offered further information and recommendations to their member states as a response to this unprecedented crisis. Preventive health measures were ongoing throughout the academic year of 2021/22.

The Ukraine conflict started in February 2022 had an impact in global education triggering a great effort its services because of the reception of displaced children and teachers, as reports the University of Córdoba (2023) about a conference held to analyse the effects of the war on the rights to education of the Ukrainian minors. In Spain, refugee children have been provided with the chance of being schooled in both Spanish and Ukrainian educational systems

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[1] *España 2050* is a document published in 2021 whose purposes of above has been conceived as future targets for the nation.

[2] PIRLS test takes part of a set of tests carried out by the International Association for the Evaluation of Educational Achievement (IEA) to keep track of school performance. (Data taken from the graphic of the source: https://www.esade.edu/ecpol/es/blog/analizando-el-impacto-de-la-covid-19-en-la-educacion-en-espana-un-vistazo-a-los-resultados-de-la-prueba-de-pirls-2021/).

and to adapt to their new surroundings in the country and to learn Spanish as a consequence. Ukrainian teachers have been also embodied by educational centres as crucial supporters for this process, so as to slowing down damage in contents of the curricular areas and to improve the language acquisition.

Socio-economic status that characterises families not only determines the origin context of students, but also academic expectations of their children (PISA, 2018, as cited in State School Council of Spain, 2023, p. 67). As PISA programme shown its data compiled of 2018, Spain reaches over the average of the OECD related to social, economic and cultural inequality, even also over European countries like Germany, Italy, Greece, United Kingdom and France.[3] In addition, its expectations of studying post-secondary education, both advantaged and disadvantaged students, are higher than other international references. Nonetheless, disadvantaged students are more likely to drop out school than advantaged students because of the lack of economic resources to keep covering their qualification, or also because of the limitations imposed over the abilities in those encompassed by attention to diversity. Therefore, some of the roles of the Education Ministry in our country is to fight against poverty to foster disadvantaged students and to integrate attention to diversity substantially in classrooms through education as a first step for a standard education level in population. We encounter with this socioeconomic inequality gap in many other aspects involved in this process, as the usage of ICTs, that may result in difficulties to get Internet access, electronic gadgets and the services they deliver while others may present physical or cognitive difficulties when making use of them.

Marginalisation is a negative fact towards students with special needs, which can be seen in different aspects about how they are treated. Belmonte et al. (2022) conclude in their research that specifically students with a kind of disability or disorder (students with Special Educational Needs) are harder to be schooled at ordinary centres as some of classrooms are not open for them, while other specialists from other centres point out the benefit of opening classrooms to these students when interacting with rest of students. Some professionals reject the idea of working in this dynamic or in special education centres, because they tend to undervalue and sideline these students, making them 'invisible' in education and, as a result in society.

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[3] The Programme for International Student Assessment (PISA) carried out by the OECD, which studies educational systems worldwide by analysing the academic performance on mathematics, science and reading of 15-year-old learners. *(Informe 2023 sobre el estado del sistema educativo, Curso 2021-2022*, Figure A3.21, p. 67).

Justification

Having experienced during the period of internship in the present academic year the management of multiple individual situations of students regarding their specific needs in different levels of Secondary Education, the obligation of providing an effective support to enhance their academic performance and make them feel included in the classroom arose up. In addition, all those cases were not appropriately treated due to the general misinformation of teachers about accurate measures tailored made for them or just the mistaken idea of isolating their academic performance from rest of peers. Since they have the same rights to education, their features should be investigated and analysed to provide educational responses instead of being ignored.

Likewise, it is essential to encourage students through the English as a Foreign Language (EFL) subject to raise awareness that we all are valuable and deserve a set of human rights by communicating our conceptions of life from a plurilingual and multicultural context, as our surrounding environment is increasingly characterised by globalisation.

This document is intended to afford chances to all students through attention to diversity, in such a way that they can achieve their personal and/or academic goals and face their barriers.

Objectives

To provide general information about students with special needs for Secondary Education teachers and suitable measures in general to deal with these students in classrooms. This can be accomplished by means of:

- Analysing the attitudes of teachers towards students for the development of abilities, especially in students with NEAE and students with NEE.
- Analysing discrimination and/or marginalisation in the classrooms of Secondary Education.

Parallelly, to foster the application of the Universal Design for Learning (UDL) as a teaching model in Secondary Education to adapt to distinct techniques and strategies of learning of every student. This can be accomplished by means of:

- Including each and every student in the same teaching-learning process by tailoring to their needs.

- Making students feel considered and welcomed in Secondary Education classrooms.

CHAPTER 1: THEORETICAL BASIS

Attention to Diversity

Teachers have the responsibility of providing a quality educational response to all students, regarding their characteristics and needs during the teaching-learning process. Therefore, diversity embraces any type of differences of students which interfere in their school performance for their educational and personal development; whether it be physical, intellectual, functional or circumstantial and, as purpose to give anti-discriminatory treatment, teachers and centres must also focus their practises on them by designing ordinary and extraordinary measures to facilitate the realisation of objectives in a specific level or stage (Vázquez et al., 2020).

Continuing with events and features that reference to discrimination, we must know that the origin of any kind of this one mentioned lies in our own personal and cultural viewpoint, that is surrounded by the way of how we do respond to different attitudes, genres, physical features, actions or interests and why do we provide more opportunities over some people with certain characteristics and abilities than other. All these actions carried out acquire an immediate influence in chances of development, the need for materials and affection in every individual, and goals achievement. Thus, cultural beliefs are what determine discrimination and in what extent, revising aspects as laws, languages or prejudices, bearing in mind, most of the times, its historical context.

We comprehend by diversity different, both intellectual and physical abilities or functionalities of students to be capable of performing school activity. As evidence, school population is diverse, there will always be classrooms where students present different qualities in pace of work and learning, types of knowledge or level of knowledge, teaching methodologies and techniques in studying, encouragement, cultural background, etc. Thus, those students who have some issues related to these aspects need personalised support for personal independence and social inclusion, and a guarantee of their learning development from the rights established on terms of freedom and equality (Spanish Constitution, Art. 49).[4] The main objective for these students is the removal of educational barriers, and the key for tackling them is through inclusive education, consequently, no one is left behind.

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[4] According to the Article 49 of the Spanish Constitution, last reformed on January 15, 2024. Source: https://www.boe.es/eli/es/ref/2024/02/15/(1)

History of Special Education

The Special Education, as it was conceived as a teaching model for first time in the 19ᵗʰ century, went through a long and complicated process about people with any disability (González García, 2009). This model classified people as impaired or disabled to conform a whole homogeneous group isolated from the general education system. There was, parallelly, a different school curriculum especially for disabled students or with any incapacity. Palacios et al. (2014) suggested for these students an accurate detection of the disorder and a specialised educational attention distinct from the rest of students.

Since the forties and fifties, the model of Special Education was called into question progressively, as the traditional social attitudes towards those students until then could be the cause of negative intellectual performance, so quantitative data of research were qualified.

With the advent of the General Law of Education 14/1970 there was an increase of specific units for Special Education in ordinary centres, apart from the most relevant fact that this law brought about educating disabled students together with the rest of students in the ordinary system.

In the middle of the 20ᵗʰ century, the concept of 'Special Educational Needs' (the equivalent of the current Spanish acronym: NEE) emerged in *The Warnock report* in 1978 in the UK. This new terminology was applied due to the report stated that all students share same educational objectives and need help in education, and some other students have special educational needs to reach those objectives, in addition, the required support for the different cases must be standing for the adjustment to the ordinary curriculum (Warnock, 1987). The Special Educational Needs model broke from the thought of the disposal of resources to meet the educational needs provided by the educational system, belonging to the Special Education model, to lay out any necessary aid to enhance individual development. In conclusion, students with Special Educational Needs were considered those who required special aid to provide suitable educational response to their necessities, through personal and material resources tailored to a part of students with the aim of achieving the objectives of the educational system, instead of having students to tailor to the system as in the model before. The concept was criticised as way too positive perspective of the Special Education, so it induced to reflect on, to avoid the hiding of real problems.

There have been more advances until the present century, those drew from the previous concept of integration to the new and current model of the Inclusive School. Palacios et al.

(2014) blamed the integrating school for being an inefficient solution, because it focused on educational needs of students but without a personalised attention to students with learning difficulties. In order to enhance this new model, it was also crucial counting on parents, teachers, the government, etc. among any other parts involved who demand the reform of education. As a result, Palacios et al. (2014) believed in a set of amendments regarding curriculum, teacher training, effective leadership, cultural background, school organisation and the commitment itself to change, so as for the implementation of the Inclusive School.

Throughout history, the pathway towards process was hampered, but at the end successful. From the concept of impairment to the concept of attention to diversity, providing a much more hopeful prospective that fosters society by means of differences. To face the future of education in Spain, it is needed the beyond pursue of inclusiveness to teach values education to students with Specific Needs for Educational Support (hereinafter referred to as NEAE, by its Spanish acronym), especially for students with Special Educational Needs (hereinafter referred to as NEE, by its Spanish acronym), for the interaction in the social background. These classifications are further explained forward.

In the school environment, values education is aimed to integrate youth in the culture of a social group, and the ethical and civic education in the values that must be stood for or, at least, must be expected to achieve nowadays and in the future (Callado & Pegalajar, 2012). These authors describe values as knowledge related to emotions and feelings which serve to assess situations within different contexts; there are some that can be tackled in general through education, like equality, critical thinking, empathy, respect, tolerance, etc. and there are some others that can be tackled specifically through specific fields of knowledge, like cultural respect, sustainability, etc.

Legislative Framework of special needs

Inclusive education is understood as a kind of education model to meet the needs, in particular, of all learners for the diminishing of marginalisation within the educational environment. This concept takes part since the amendment in 2020 of the current Law of Education LOMLOE *(Organic Law Amending the Organic Law of Education),* when the Spanish educational system embraced the updated rights of the child and the rights of people with disabilities so as a guarantee of quality education for all students, no matter 'origin, sex, ethnicity, disability, age, disease, religion, beliefs, sexual orientation or sexual identity' among

other characteristics as Sanz López defines (2023, p. 7) to fight against inequality and educational discrimination.

The Article 19, named *Atención a las diferencias individuales*, which is aplicable to state law for Secondary Education *Real Decreto 217/2022*, *de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria* (hereinafter named as *Real Decreto 217/2022*), holds responsible educational administrations to regulate measures so that school centres deliver educational responses fitting the particular needs of their students. Those measures must allow the development of competences and objectives established for the stage of Secondary Education by meeting diversity of students for their resulting certification (Article 19, paragraph 2), therefore, adjustments in curriculum or in organisation will be implemented, if necessary, as an aid for their personal abilities. The measures consist of adaptation and the using of various methodologies when teaching and assessing the foreign language to students with special needs.

The Article 27, named the same as the previous one, which is applicable to the regional law for Secondary Education in Castile and Leon *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* (hereinafter named as *Decreto 39/2022*) makes reference to diversity as a set of 'ability, learning pace, learning style, motivation, interests, social background, cultural background, linguistic situation or health condition' that characterises the entire scholar population; despite their particularities, it is fair they receive an inclusive and quality education. As a result, the fundamental principles to address attention to diversity will take part of those of educational practises in teachers, simultaneously, all necessary measures will also take part of school centres as long as they are regulated by the corresponding regional Ministry of Education, as the previous state law establishes in the Article 19, paragraph 2. School centres must tackle special needs through their own attention to diversity planning with a specific structure imposed by the regional Ministry of Education.

Cases of students with NEAE have increased throughout last years in scholar population as López & Valenzuela (2015) hypothesises some reasons like the tendency to implement inclusiveness in modern societies, the extension of different types of students with NEAE given a further knowledge, the high expectations from educational environment and the social demand to get specialised for working life, and the learning to be acquired is more challenging as a result of the previous one.

Currently, inclusiveness is a challenging feature in our educational system, by hampering transitions between educational stages, whether they be compulsory or post-compulsory education. Disabled students or with NEE are more likely to result in early school dropout and in lower levels of skills *(*European Agency for Special Needs and Inclusive Education*,* 2017).

The gradual scope of inclusiveness and the attention to students with NEE undertook with LOGSE *(General Organic Law of the Educational System,* 1990), and since then, it has been striving in safeguarding attention to diversity in the different stages of compulsory education, as well as in continuous widening of the typologies of students that possess NEAE.[5]

The standing Spanish Law of Education enforced in 2020, LOMLOE gathers a set of relevant aspects about inclusive education. Particularly, the Law of Education of the state *Ley Orgánica* 3/2020, as of 29 December, amending the law *Ley Orgánica* 2/2006, as of 3 May, notes information regarding students with NEAE. Students with NEE cover various types of disabilities and serious disorders, and simultaneously, they are classified as one of the types of students with NEAE among others. The Article 71, paragraph 2, and the Article 73 of *Ley Orgánica* 3/2020 provide further information and details about the following situations that refer to when a different educational care from the ordinary educational care is required:

SPECIFIC NEEDS FOR EDUCATIONAL SUPPORT (NEAE)

- Maturational delay
- Disorders of language development and communication
- Disorders of attention or learning
- Severe unknowledge of the target language
- To be in a situation of socio-educational vulnerability
- High intellectual abilities
- Late entry into the education system
- Personal conditions or school history
- Special Educational Needs (NEE):
  - ➢ Motor disability

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[5] Compulsory education in Spain is from ages of 6 to 16, which correspond to Primary Education (6-12) and Secondary Education (12-16).

> ➢ Intellectual disability
>
> ➢ Sensory disability
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> ➢ Severe disorders of behaviour, communication, and language

Description of the types of difficulties in students with NEAE

Medical diagnoses are based on disorders, disabilities or deficiencies when a child or adolescent present signs of learning difficulties, however, when it comes down to expose how hard are the learning processes in these individuals, they are not efficient (López & Valenzuela, 2015). This means that among individuals diagnosed with the same type of special need might have different patterns on how special need is manifested, resulting besides in different necessities. Paradoxically, similar strategies can succeed among individuals diagnosed with different type of special need.

Maturational delay

This group presents multiple circumstances in which a disturbance occurs in the performance of nervous system (Campos-Castelló, 2013), so it affects to speech, motility, socialisation and cognitive development (Gutiérrez-Crespo & Armurrio, 2023, p. 57). It is characterised by uncommon aspects in same age children, nevertheless this diagnosis can be just provisional, in early childhood, but with a continuous re-assessment, otherwise any other type of disorder is diagnosed when they arrive to Secondary Education.

Disorders of attention or learning

These type of disorders does not affect to intellectuality; however, they show a specific difficulty in the development of abilities in the ordinary educational background. It occurs because of the disturbance of one or more basic processes that are crucial to listen, think, talk, read or write among other school-related abilities. The most common disorders are dyslexia, dysgraphia and dyscalculia since have a neurobiological origin that makes them persist, with no apparent cure. In order to elaborate a proper diagnosis, it is essential to gather cognitive, academic, emotional and behavioural information from the individual (López & Valenzuela, 2015).

The authors sustain that these individuals require educational support in the field of knowledge where difficulties take place, in addition to relocate him/her in the classroom, extra materials or oral assessment. For the enhancement of their performance, is important to motivate them in scholar work and to provide positive feedback for the achievements and efforts made, even in other abilities from other fields of knowledge.

Attention Deficit Hyperactivity Disorder (ADHD)

Further on, throughout the present document in the part of the didactic proposal, there is a case of a student diagnosed with ADHD, so it is pertinent to address this disorder for creating a suitable educational response for their needs.

This is one of the most common disorders in scholar population and it encompass functional, personal, familiar and social levels. It is manifested through lack of attention, inappropriate activity (hyperactivity) and impulsivity for a determined age (before 12 years old for at least 6 months), and derives into relevant difficulties in scholar performance, cognitive functioning and social abilities. However, there are three types within the disorder regarding these signs presented along the intensity: hyperactivity-impulsivity, inattention or both. Its diagnosis is based on an in-detail study about the personal and familiar context, an in-detail physical, mental and neurologic examination and other extra studies and assessments which upheld final outcomes (López & Valenzuela, 2015).

To meet the needs of the students with this disorder in the classroom, is beneficial to assign one of the seats in front, to provide visual support, to suggest short activities with some motion implied, to give some extra time when assessing, etc. (Dómenech & Pastor, 2019). Further measures are described in the didactic proposal.

Disorders of language development and communication

These disorders provoke a negative impact in language functions and there is no other kind of deficiency implied, like those intellectual or hearing deficits. Frequently, these disorders are diagnosed early during the preschool stage, due to a low language production. After this stage is harder to identify them, as signs are not so noticeable. Given that these disorders affect to language, they are linked to the other type of disorders of attention or learning, specifically in reading and writing. Moreover, they derive into phonologic-syntactical issues and even into semantic-pragmatic issues, being life-long lasting (López & Valenzuela, 2015).

Some helpful measures for these students are the cooperative learning among peers for the development of language through interaction, the oral production for explaining activities by using simple phrases without excessive content or the use of images for communicating and digital devices (Equipo Técnico Provincial de Orientación Educativa y Profesional de Almería, 2018).

Severe unknowledge of the target language

Immigrant students must acquire the target language of the target culture to be participant of the teaching-learning process to complete the stages of compulsory school, therefore, it is necessary to apply guidelines for the provision of an educational response that solve those difficulties, in order that the immigrant student reach a level enough of communicative abilities. In this way, teaching staff must examine the linguistic level of these students to tailor a set of support measures that meet their needs. Then, regarding the outcomes of this first examination, two kinds of measures will be designed: curricular measures and organisational measures. The curricular measures tackle educational reinforcement and curricular adaptations in general terms or reviewing specific curricular aspects which impede the acquisition of the language. The organisational measures are about specialised staff in hearing and language or a support after classes in line with curricular adaptations (Santos et al., 2017).

The late entry into the education system is related to this matter since it is also a reason of the language unknowledge, as Navarro and Huguet (2003) proved that school performance of students who do not know the target language is lower than that of local students, in contrast to students who start acquiring a language different from their source language in early childhood, achieving a great level in its language abilities (Madariaga et al., 2013).

Some measures to help these students in the acquisition of the target language are the coordination between teachers and families to enhance their education and inclusiveness in school centres, along with the collaboration of classmates that make feel them welcomed, to foster communication in the target language through visualisation or to simplify the usage of the target language (grammatical structures, shorter statements, etc.) (Raimí et al., n.d.).

Late entry into the education system

As detailed before, some of the students with such situation may be immigrant students, who did not start their schooling into the education system since early childhood and they have incorporated into it afterwards, at the beginning or during the academic year. Nevertheless, there are more causes for the late entry in our system that derives into educational support, like achievement gap, because of a mismatch between their competences level and the level of the grade enrolled, or as seen before, the unknowledge of the target language (Spanish), that apart from foreigner students, it includes Spanish students for any other reason (Gutiérrez-Crespo & Armurrio, 2023, p. 75).

As shown in an inclusion project for students in this situation (Salazar, 2020), the different regions of Spain are in charged to apply their own methods to examinate competences and to design specific plannings for monitoring the learning of students in this situation. For instance, in Catalonia there are measures implemented like welcoming sessions and activities, and sociocultural training sessions to meet their new geographical surrounding; in the region of Murcia there are measures like *Planes de Trabajo Individualizado* (PTI, by its Spanish acronym), which is based on tailor-made plannings for students with NEAE. To strengthen these measures, Salazar (2020) proposes to carry out a teaching-learning process progressively accordance with their need for more time for acquisition.

To be in a situation of social-educational vulnerability

The group considered as vulnerable embraces people with socio-economic low level, immigrants, ethnicities and female gender because they are more likely to be at risk of school failure and school dropout than the rest of scholar population (Gómez-Jarabo & Sánchez, 2023). Apart from their personal circumstances, the authors believe that in most of cases the needs of these students are not taken into account into the educational system, so the methodology is the same for everyone and it demotivates them, leading to school dropout. Consequently, they provide the reasons of vulnerability of each group:

- In the case of immigrants, they present more educational barriers than rest of students because of the target language or the target culture.
- People with socio-economic low level have a negative impact from the working situation, poverty, families with low level of studies, as informed by the European Commission/EACEA/Eurydice/Cedefop (2014, p. 43).

- The ethnicities, the gypsies established in Spain, are usually not expected to success in their studies nor to complete compulsory education and it becomes an issue (Abajo & Carrasco, 2004, p. 18).
- The feminine gender still suffers some discriminations regarding some fields of knowledge and same chances to achieve goals.

The measures for these groups must be personalised given the situation but, in general, there are some recommendations suggested by Guitiérrez-Crespo and Arnurrio (2023, p. 71) that can be taken into practise like meet the needs of every student and monitoring his/her learning in collaboration with teachers and guidance department, in addition to be coordinated with institutions, foster cooperation activities for inclusion as well as the participation of families in their education.

High intellectual ability (HIA)

The individuals with this ability present a higher average ability to perform intellectual activity than other individuals, so that is because of their cognitive strategies and their multifaceted character, that becomes in more substantial achievements over time. This condition is defined by genetic origins and the influence of psychosocial variables and education, which provide the individual better or worse control over their manifestation (Dai & Renzulli, 2008). Although this matter spurs a great interest on its study, its concept and development are not absolutely clear yet, because, despite the value deemed by society coming from exceptional contributions to fields of knowledge, these individuals develop simultaneously difficulties that result in learning or attention disorder, such as ADHD or savant syndrome (Sastre-Riba, 2013).[6]

The diagnosis of this condition must be effective in order to provide accurate and reliable data, so intelligence tests may not be like that as their outcomes represent a general overview of their abilities but not a specific each. Thus, among the tools of study, it is necessary to include school performance exams, an examination of their neurons activity and interviews to describe their behaviour (Luque et al, 2017).

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[6] Savant syndrome refers to the unusual fact of a person who is remarkable in a specific domain and presents difficulties in others derived from his/her disability.

In Spain there are different models of HIA, the most popular are (Sastre-Riba et al., 2018):

- Intelligence quotient (IQ): which is what the before mentioned intelligence tests measures, so they are used as a general guidance of the total outcome of abilities.

  Other models often used are those of Castelló and Batlle (1998):

- Giftedness: multifaceted dotation with special qualities in creativeness, reasoning and deduction, as result they present a high performance in cognitive abilities.
- Talent: in one or certain different fields of intellectual knowledge in which an individual is outstanding.

Sastre-Riba et al. (2018) suggests some measures to boost the education of these students so that they can feel motivated and satisfied with themselves in the same way. Those are to spread information of what HIA is about and more accurate measures to guide them within terms of inclusiveness and to propose curricular and extracurricular innovative projects.

Personal conditions or school history

In this type, it is followed the literal specification of students under these circumstances that made the authors Gutiérrez-Crespo and Arnurrio (2023, p. 75), therefore students are grouped due to 'a disease, hospitalisation, legal situation (circumstances like adoption of a child, family placement, stay at juvenile detention centre by judicial order, etc.) or high-performance athlete, etc.' Consequently, they need extraordinary education measures in line with their situation.

To address the needs of this type of students it is necessary to know the situation and to adjust to individual needs, so general measures cannot be provided; nevertheless, the authors recommend keeping in touch with specialised staff outside school centres in charge of students and to carry out an individual follow-up as educational support.

Motor disability

This disability affects to daily life activities that usually people do through their own body motion. Thus, these individuals encounter an environment unsuited to their needs that imposes barriers to their physical conditions and makes them dependent on someone. It comes

from social interaction to which their physical conditions generate them a difficulty in a disadvantageous environment (López & Valenzuela, 2015).

López and Valenzuela (2015) indicate that its multiple causes have a neurological origin that influence motor function and are divided into the ones which impact to upper motor neuron from the central nervous system and those which impact to lower motor neuron. It is also likely that affects to speech, therefore deriving into communication function. The disability may be mild, enabling the individual to walk by their own but with orthopaedic aids, or severe, not enabling the individual to walk by their own and requires technical aid to move around instead. Cerebral palsy, spina bifida, spinal muscular atrophies, post-traumatic sequelae and cerebrovascular disease are some of the many examples.

The motor disability with higher number of cases is cerebral palsy, which occur as consequence of a brain injury during its development before, at or after birth. It disrupts the multiple abilities of the senses, cognition, communication, behaviour, epilepsy and the development of muscles and bones.

These authors highlight the importance of the adaptability of the scholar physical surrounding to allow the integration of these students and their learning, so the facilities of the centre must be prepared to provide access to their physical conditions. Likewise, the use of any necessary resource or personal support as an aid to move is fundamental to their personal development, and when they are attempting to communicate, it is important to allow the time they need to speak without interrupting them (University of the Basque Country, n.d.).

Intellectual disability

This disability has a difficulty in the process of learning and in providing a proper response of their environment. Therefore, the affected abilities are cognition, language, social interaction, etc. (Consejería de Educación de la Junta de Educación, n.d.). Its diagnosis follows an ordered set of steps: to verify and classify disability(s), to considerate the medical history for identifying the possible cause and to examinate physically and neurologically when necessary. There are multiple causes of mental disability, and it is tough to find out the one through a diagnosis in half of cases. The most common are genetic syndromes or chromosomal abnormalities, perinatal asphyxia, toxics consumption (alcohol and drugs), etc. (López & Valenzuela, 2015).

The educational support is determined by the degree of severity: mild, moderate, severe or profound. In general, is important to stimulate all their senses and to foster communication through various strategies (Antequera et al., n.d.).

Sensory disability

Visual disability

There is a number of cases in worldwide population under 16 years of age that suffers from visual disability, being from 10 to 22 out of every 10,000 births; regarding developing countries, the number raises to 30 to 40 out of every 10,000 births. As a result, most of the children with visual disability live in developing countries and its aetiology is derived from health conditions, some of these represent endemic diseases present still, like malnutrition or infections. Regarding the degree of severity, this disability is classified into mild, moderate, severe or blindness. The aetiology in developed countries is different though, like prematurity, low birth weigh in newborns, birth asphyxia, intraventricular haemorrhage and low score in Apgar test (López & Valenzuela, 2015).[7]

In order to contribute to the development of students with this disability, the authors stand for new technologies that have adapted their resources and electronic devices to offer access to their visual contents by means of other senses like hearing or tactile. For instance, voice programs for TV and computers, Braille'n Speak device for reading and for accessing to information. Likewise, daily life activities or situations must be analysed and then modified to allow the participation of these students, like the arrangement of spaces in the classroom, adjusting lighting in different areas (University of the Basque Country, n.d.).

Hearing disability

This type of disability is quite related to communication disorders, since the regular development of this process is hampered by a loss or a lack of the ability to acquire oral information (López & Valenzuela, 2015). The degrees from lower to higher loss of hearing are mild deafness, moderate deafness, severe deafness, profound deafness or total deafness (anacusis) (Carrascosa, 2015). With regard to the part of the ear which concerns this disability, the types of deafness are:

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[7] Apgar test is an examination carried out to a newborn to verify his/her health and development after birth (Gesteiro et al., 2019).

- Conductive hearing loss: the path of the sound waves is blocked from the outer or middle ear to the inner ear. There are multiple causes like otitis, benign tumours, traumas or middle and inner malformations.
- Sensorineural hearing loss: the hearing nerve or the hair cells are harmed. There are two categories for the different causes: congenital, it occurs since birth due to heredity or anomalies in the foetus development; and acquired, it occurs after birth due to traumas, loud noise, meningitis, etc.
- Mixed hearing loss: the mixture of conductive hearing loss and sensorineural hearing loss, in consequence the outer or middle ear and the inner ear are harmed. Its causes are problems at birth, infections, tumours and head injuries.

López and Valenzuela (2015) consider that this is the most common sensorial disability since 1 to 3 out of every 1,000 children are born suffering from hearing disability with a meaningful impact in their speech development. So, from the educational background is essential to help the students with this type of disability, by keeping eye contact and ensuring his/her attention to have message be transferred and by avoiding noises and using visual stimuli (University of the Basque Country, n.d.).

Severe disorder of behaviour, communication and language

Autism Spectrum Disorder (ASD)

This disorder affects to the development of neurons which triggers difficulties in communication and socialisation; they follow specific ways of behaviour, interests and activities that perform repeatedly (López & Valenzuela, 2015). As this disorder possess a vast number of possible manifestations, there are established three different levels by the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) with regard to what extent social communication and repetitive ways of behaviour are severe:[8]

- Level 1: needs support.
- Level 2: needs significant support.
- Level 3: needs very significant support.

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[8] The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) is the classification of mental disorders by the American Psychiatric Association.

These levels may vary over time being influenced by facts like the different stages of development and their environment. Moreover, López and Valenzuela (2015) point out that around 70% of children and adolescents with ASD suffer from intellectual disability to some degree, which leads to difficulties in cognition and in semantics and pragmatics of language, that have relation to learning disorders. Besides, ASD is linked to disorders of behaviour like anxiety disorders, phobias, obsessive-compulsive disorders and disruptive behaviours.

The psychologist de Francisco Nielfa (n.d.) proposes some useful strategies for these students which have been adapted to Secondary Education, like working on personalised stories to analyse and understand different social situations, in order that they develop suitable attitudes and actions as required by a specific context.

Other behaviour disorders entail disturbances that result in mental disorders like psychosis, schizophrenia, eating disorder, etc. these may prejudice school performance and learning. The aetiology is uncertain but there are some common features that booster these severe behaviours like the sex, which is more common in boys due to hormonal aspects in addition to cultural; also temper and genetic factors. Therefore, its diagnosis must be carried out through interviews to families and the individual, scholar data gathering, checking of familiar and personal background, and physical and psychopathological examination (Rodríguez et al., 2014).

For providing aid to these students, it is important to show a positive attitude, respect and understanding, to offer personalised educational support to guarantee their learning development, and to talk with him/her in private, in case they may feel uncomfortable in front of other people (University of the Basque Country, n.d.).

Measures to address special needs

When organising a didactic proposal, it is necessary to think about the features and abilities of all students of a classroom, not just considering those of a majority. Therefore, it is essential that every aspect of a proposal is aimed to inclusiveness, and this starts by designing different ordinary measures which meet the needs of all students (Gutiérrez-Crespo & Armurrio, 2023, p. 23). In this way, this kind of measures do not significantly alter the contents of school curriculum and allow students, especially who experience learning difficulties, to follow general school activity by avoiding the application of more specific measures.

As guidance for teachers, Gutiérrez-Crespo and Armurrio (2023) propose some general measures originally created for vocational training, however some modifications have been added to adapt them to the context of secondary education. Likewise, the following measures should be also adjusted to a given social context of a scholar population, just like each of the educational levels.

With regard to contents Gutiérrez-Crespo and Armurrio (2023, p. 23):

- To give priority to those contents that be potentially useful for the future of all students, by disregarding segregation and abilities discrimination. Those must keep straightly linked to assessment criteria and meaningful learning. In the same way, basic or key contents must be deepened those very same blocks of contents.

- To develop the eight key competences (*Real Decreto 217/2022*, p. 11) as a result of the accomplishment of the specific competences in every subject and objectives (*Real Decreto 217/2022*, pp. 8-9) stipulated in the LOMLOE, throughout the educational stage of Secondary Education. Hence, the aspects which lead to practise within the key competences for the output profile.

- To adjust sequence of contents besides its timing towards diverse styles and paces of learning.

With regard to teaching methodology Gutiérrez-Crespo and Armurrio (2023, pp. 23-24):

- To foster both dynamic and participative teaching methodologies (learning based on cooperation, challenges, problem-solving, etc.) to finally derive in the learning of technical abilities and cross-curricular contents. The Article 6.5 of *Real Decreto 217/2022* points out the cross-curricular contents, to emphasise specifically in emotional and values education, mutual respect and peer cooperation (*BOE-A-2022-4975 Real Decreto 217/2022, de 29 de Marzo, Por el Que Se Establece la Ordenación y las Enseñanzas Mínimas de la Educación Secundaria Obligatoria.*, 2022).
- To promote task-based learning likewise project-based learning, widely and close to daily life situations.
- To tailor school supplies of secondary education to the level of understanding of students (especially when these last-mentioned present difficulties in command of our native language, Spanish, and/or the first foreign language, English, in this case), by

focusing on essential characteristics as for the development of both specific competences and key competences.

- To apply teaching methodological strategies to be worthwhile for everyone, including students with NEAE, like interactive games or problem-solving strategies within learning situations. In such a way, students embody the stepwise process of achieving small goals and, as a result, pieces of knowledge that enable correlation for bigger goals.

- To boost 'learning by doing' through experimentation and handling of wide materials and resources (analogical just like digital).

- To advance an atmosphere of school coexistence and inclusiveness in the classroom.

With regard to activities Gutiérrez-Crespo and Armurrio (2023, p. 24):

- To design activities with distinct difficulty level and implementation options.

- To create learning difficulties student-oriented activities for reinforcement and supporting; and high intellectual abilities student-oriented activities for broadening, subject to different learning pace.

- To suggest different types of grouping activities, taking care of equal tasks distribution and a flexible role assignment. Respecting students with NEAE, those roles must be well-defined and suitable to their needs.

With regard to assessment Gutiérrez-Crespo and Armurrio (2023, p. 24):

- To watch and consider individual necessities in a group before implementing a teaching unit, so as to detect interests and knowledge of students about the purposed learning situation.

- To promote continuous assessment by taking daily work and participation during lessons into consideration, avoiding the exam-based mark assignment.

- To use various techniques and instruments of assessment (multiple choice questions, short-answer questions, rubrics, etc.), adapting them as well to students who present some issues with the foreign language.

- To provide assessment criteria and fundamental knowledge from the very beginning, in order to develop the key competences.

- To get students involved in their own assessment through questionnaires and, co-evaluation and self-evaluation rubrics.

- To ease updated feedback throughout the learning process of students. Simultaneously, the achievements reached are consolidated and potential areas for improvement are pointed out.

UDL Application

The Universal Design for Learning (UDL) approach is introduced for first in Spain in the LOMLOE as a key for managing with diversity. Because of the principles which it stands for, it functions as guidelines for a suitable teaching practise.

UDL was elaborated in United States by a researching and development organisation (Center for Applied Special Technology, CAST) that boosts also inclusiveness. Its standpoint, sustained by the research carried out, has been a progress in the evolution of inclusiveness, being accessible the teaching-learning proceedings for all kind of students by means of a flexible curriculum conformed around necessity and pace -oriented learning within the framework of diversity. Thus, it is raised as a whole curriculum design for covering any possible requirement from students, and that was made so for avoiding ongoing adaptions over original ones and for moving towards a universal design for learning by breaking down learning barriers and including more items as alternative to embrace a wide set of responses from students concerning their skill and particular background.

UDL is based on three fundamental principles, which are 'Engagement; Representation; Action & Expression'. Each of them follows three guidelines of application, which are 'Access; Build; Internalize', to be developed for the learning of students, and various key points and checkpoints within those guidelines. In the same way, there are also three brain networks, which are 'Affective; Recognition; Strategic', linked to every principle and carried out through the key points and checkpoints.

To visualize the model, the American organisation has recreated a summarized chart *(Figure 1)* below about these ideas:
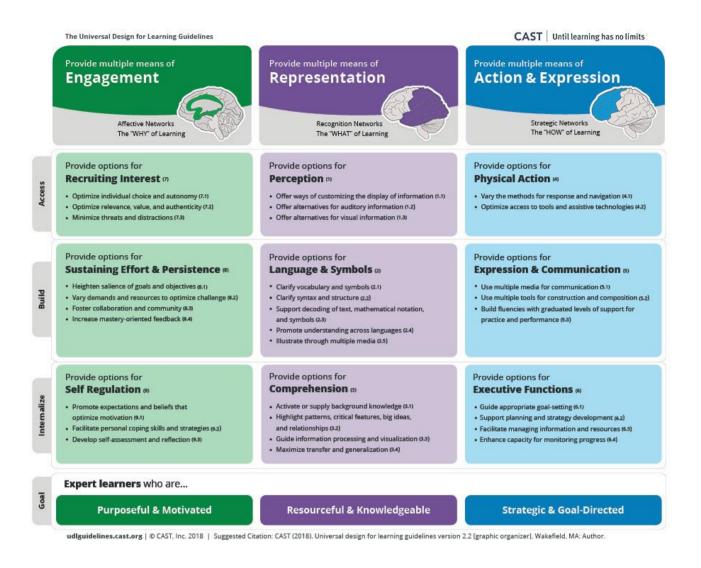
Figure 1. CAST (2018). Universal Design for Learning Guidelines version 2.2. (Wakefield MA, 2018)

In line with the UDL Guidelines launched by CAST (2018), every step that conforms its principles is analysed and interpreted by Gutiérrez-Crespo and Armurrio (2023) to induce to reflection about how to carry them out in the classroom having in mind individual abilities of the students and the existing possibilities at their disposal. Hereunder, the three principles are further detailed in their report:

1. Provide multiple means of Engagement.

In order to understand personal differences and differences among peers in the classroom, multiple kinds of engagement for students are needed for their comfortability when working, and involvement and motivation to capture their interest and, consequently, to

maintain it throughout the process of learning (Gutiérrez-Crespo and Armurrio, 2023, pp. 26-27).

The emotional component is crucial to encourage students to the desire of learning. As a result, the role of teachers is to find the way and the reason(s) why it is important, tailored to every student.

Level of motivation is not the same for every student, as well as involvement, due to their preferences, personality, mood or personal background. First of all, the teacher must foster interest through multiple ways that fit better in every case, regarding work management, relevance and environments suitable for concentration. Once having the interest of students, it must be maintained through effort and persistence so as to not lose it, and that it is possible thanks to the usage of strategies focusing on achievements, resources, collaboration or feedback. Lastly, to develop awareness among students on self-regulation by providing them expectations, skills and strategies, and self-assessment and reflection.

2. Provide multiple means of Representation.

The representation of information and contents is personalised and occurs individually. Knowledge must be delivered clearly and well-organised to students, as one of the main accomplishments of teachers, and so as to do so, these last mentioned undertakes the role as facilitators for making all that information to be perceived, understood and comprehended (Gutiérrez-Crespo and Armurrio, 2023, pp. 27-28).

The process of recognition must be reachable for all students, which also involves several kinds of NEAE student, like sensory disability (within NEE students), learning disorder, or with cultural or linguistic differences among others. They may need other ways of information representation, via audition or visualization as the most frequents. In addition, although other students do not present any of those inconveniences, the same combined strategies are an enhancement for them to capture information.

Every student has ability to recognise information through a different stimulation, due to disabilities or just more developed sensorial abilities. Therefore, it is necessary to offer different forms of perception like auditory or visual information among the most efficient ones, or simply customised information, to embrace each and every student and do not let anyone left behind. When facing knowledge, especially new one for them never seen before, they demand

clearness and understanding to organise their thoughts and to 'translate' them into their own language, and that may be possible by making clearer vocabulary and symbols, syntax and structure, texts and mathematical notions, connections across languages and illustration through multiple media. This whole process would be meaningless without comprehension from students, that represents an essential step for finally taking place to significant learning, so to achieve it background knowledge, defined patterns, critical features, big ideas and relationships must be related to. Also, guidance of information, and transference and generalization to support across the process.

3. Provide multiple means of Action & Expression.

As it happens with representation, we all have different forms of expression, due to a preference of certain strategies over others, but also they are derived from individual barriers of different nature, for instance, significative disorders of motion (cerebral palsy), difficulties in organisational and strategic -oriented abilities (executive function disorders) or difficulties in the source and/or target language (language barriers). All students need to display their learning distinctly, since there are multiple forms of doing it for their own personal satisfaction (Gutiérrez-Crespo and Armurrio, 2023, p. 29).

Strategies must be designed and followed in the most properly way by students. Then they will have multiple choices of performing a response via materials and resources that lead to learning. That is essential for helping them discover a wide range of learning tools and keep them updated about supportive new technologies, in such a way that interaction do not be restricted.

In order to obtain rewarding responses for significant learning of students, it is fundamental the enhancement of response and interaction methods and the access to any tools and technologies, which enable students full freedom and creativity for performing physical actions. Based on responses, the objective is to express and communicate learning, through multiple communication media, tools for wording and support in practise and performance to build fluency. Finally, thanks to all those provisions, students should develop executive functions monitored by stating goals, plannings and strategies to carry out, and providing information and resources management to make progress possible.

After a careful detailed-oriented follow-up of a whole set of guidelines, the final objective of UDL is to offer real and affordable opportunities for everybody to build pathways to become in qualified learners *(Figure 1)* as follows: 'purposeful and motivated' for learning, 'resourceful and knowledgeable' for information, and 'strategic and goal-directed' for response (CAST, 2018).

CHAPTER 2: DIDACTIC PROPOSAL

Justification

With the aim of providing equal chances to participate and to encourage all students to get actively involved in their own learning on English as a Foreign Language in a classroom environment with appreciation of different individual abilities. This didactic proposal has been designed and implemented during my own internship surrounded mainly by the topic of travelling, as a requirement imposed in shape of completion of the acquisition of the unit contents that were being teaching at that moment, and of expansion from that fundamental knowledge to beyond, for placing students in real situations in which becomes in their tool. Likewise, the topic of personal values constituted part of the proposal since it is essential to reflect and become aware of everybody has something to bring about and, as a result, he/she is indispensable for the collective benefit so as a society, regardless their characteristics.

Thus, as the group in which this proposal was implemented just like the high school in general terms, multiple cultures coexist and cooperate together sharing their own perspectives reflected on different group and pair activities or tasks in line with inclusiveness as an objective by offering the same roles to students with some learning difficulties, to be treated and valued the same. For tackling all real-life challenges, students must make use of logic and personal values to provide effective solutions. The contents are presented as a sequence of situations and events developed step by step in each session, which are as well devoted to little 'subtopics' as a whole to lead to a role-play performance in the final task about all of the knowledge acquired along the sessions. In addition of discussion activities based on decision making, most of activities were adapted fostering oral interaction, gestures and various movements to meet attention to diversity needs of a student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), in order to avoid boredom and his loss of attention to lessons.

Having considered the current Spanish Law of Education (LOMLOE) as a basis of the legal framework, the proposal was designed thinking about the development of various key competences and skills through digital resources and communicative activities. The main key competences which have been more stressed are Literacy Competence, so as to be more confident to communicate by means of the Foreign Language, and Citizenship Competence, so as to empathise with and respect personal features by means of personal values defined by the sociocultural environment of the high school.

Legal Framework

In consideration of the state law *Real Decreto 217/2022* (specifically applied for the 3ʳᵈ year of Secondary Education in Spain, 3º ESO), which establishes the key competences, the specific competences, the assessment criteria and the contents of the subject in the curriculum of *Lengua Extranjera* (Foreign Language; the English language throughout this document) as the foundations to conform the output profile of students. Moreover, *Decreto 39/2022* for further detail tailored within the regional territory.

The key competences have been purposed as a set of multiple abilities which are expected to be developed by students when finished the stage of basic education as tools for fading the main global challenges of the 21ˢᵗ century in real life terms (*Real Decreto 217/2022*, p. 24). The document classifies the key competences into eight, and the present proposal was designed to foster seven of those competences: Linguistic Communication Competence, Multilingual Competence, Digital Competence, Personal, Social and Learning to Learn Competence, Citizenship Competence, Entrepreneurial Competence and Cultural Awareness and Expression Competence (p. 11).

Following *Decreto 39/2022* for the contribution to the subject *Lengua Extranjera* for the acquisition of the seven key competences hereunder (pp. 49247-49248):

1) The Linguistic Communication Competence enables communication with other users sharing the same linguistic code. The subject will broaden communication skills of students in the foreign language, to familiarise them with linguistic structures of the own languages, in order to contribute to expression, comprehension, interpreting, appreciation and interaction. In the didactic proposal, it works with intercultural concepts through language skills, boosting especially oral production among peers.

2) The Multilingual Competence aims to the usage of distinct languages from mother tongue and the knowledge of historic and intercultural data, so as to understand, respect and appreciate the linguistic and cultural diversity in which they live together. There are several activities and entire sessions in the teaching unit devoted to linguistic and cultural aspects of countries over the world, with especial focus on Switzerland in the Session 3.

3) The Digital Competence facilitate the access to sources of information, in addition of digital tools and supports to be used safely, in the interest of students for

information management, creation of digital contents and engagement in activities and projects. Digital sources and tools have been assigned with the role of supporters for the different activities and tasks so as to enhance and complement the practice of language skills in the didactic proposal.

4) The Personal, Social and Learning to Learn Competence takes care about society and each individual to ensure an intercultural collective well-being. For this purpose, it is essential the learning of handling and mediation in various situations, for instance, conflicts, with the aim of accepting perceptions, emotions and conducts both personal and foreign. Parallelly, value is placed on when improving the process of learning in the foreign language, as students who show difficulties with demonstrate effort to progress. Sessions 5 and 6 were specifically made for having students perform this competence through problem-solving skills across cultures.

5) The Citizenship Competence promotes the creation of effective responses to the necessities of community, to make it possible, the interaction with people must be tackled making arise the motivation of students up to collaborate in communitarian activities. Moreover, this competence is aimed to spread linguistic and cultural diversity to be respected and appreciated and, in order to do so, critical thinking and reflection is induced to debate daily problems related to moral dilemmas among cultures, with the objective of dismantling stereotypes and prejudices leading to discrimination or even violence. This proposal was mainly thought to put into practice this competence, since the scholar population is composed of a great diversity and gender stereotypes plays a crucial role across cultures regarding point of view. Therefore, it should be treated as our current social background is growing up the serious issue about discrimination in multiple aspects and gender violence.

6) The Entrepreneurial Competence allows students to acknowledge linguistic aspects from various languages through their own societies and cultures, so that multitask-oriented thinking is built up creatively. On the other hand, students can develop the ability to recognise their strengths and weaknesses by assessing their own process of learning, in which they encounter advances and obstacles. The group activities and tasks of the teaching unit starts including discussion of ideas among members to be lately posed in front of the rest of peers. Having practiced from these activities, they would have gained in self-confidence by solving problems, to be demonstrated into the final task where they asked to use the foreign language(s) in a creative way in order to establish communication for the translation of its strategies into reality.

7) The Cultural Awareness and Expression Competence places value on another languages and their cultures so as to connect to them for exchanging own knowledge as mutual benefit. With regard to texts, they are analysed to their understanding and genre association through their particular nuances, which made them unique just as their way of expressing culture. Given that, nowadays, increasingly more students come from many different cultures leading to a multilingual and multicultural background, they can take great advantage of these mentioned facts by means of perspectives and feelings sharing, and disputes resolution peacefully.

Going on with competences, the law specifies more these previous ones into a set of more accurate competences tailored to the subject of *Lengua Extranjera.* These are named specific competences (p. 49249), which present a number of competences that comprises communication and cross-culture of the foreign language and, at the same time, they are split into six groups that operates an ability of language each. The first four are linked to comprehension, expression, interaction and mediation, so as to enable communication attached to the knowledge of students through the foreign language. The fifth is linked to the increase of language level in both native and foreign languages by putting into practice the own personal roots and events, and the sixth is linked to the value that languages and cultures bring for an efficient cross-culture communication.

It is necessary to determine to what extent students have reached all the specific competences by considering the process of execution, the outcome and their attitude. Thus, assessment criteria (p. 49249) are crafted for that purpose, simultaneously being consistent with the output profile descriptors which make reference to every educational stage derived from the specific competences.

To integrate the contents of the subject (pp. 49249-49250), the assessment criteria must be focused on, as they denote the performance of the specific competences. In the subject of *Lengua Extranjera*, the contents have been classified into three blocks: 'Comunicación'(Communication), which covers comprehension, production, interaction and mediation, besides the search and consultation of information resources; 'Plurilingüismo' (Plurilingualism), which covers the management of languages that students are familiarised with, and the comparison of the foreign language between native language or another foreign languages, so as to improve both in coordination; and 'Interculturalidad' (Interculturality), which covers the exchange of cultural knowledge from the languages involved by means of the

foreign language, and the advantages that offers for personal growth, meeting point for interactions, development of tolerance and feeling of appreciation.

Context and temporalization

This proposal has been created during my internship on the present academic year for the institution of IES Zorrilla, a public centre which provides access to services of Secondary Education, *Bachillerato* and vocational training in the heart of the city of Valladolid, Castile and Leon (Spain). Furthermore, it has been implemented in one of the groups of the 3rd year of Secondary Education, reduced to the number of 16 students; notwithstanding, it would have been possible to implement it by carrying out some modifications in part of the vocabulary and grammar as well as in the final task, in other levels within the same educational stage, like the 1st or the 2nd year. The reason why is that the contents of inclusiveness, in terms of attention to diversity must be conveyed and reinforced in any level of Secondary Education, while this a stage about discoveries and personality development in which it is essential that be carried out through personal and democratic values to eliminate nowadays serious social issues. It is worth mentioning that the scholar population is quite varied in every sense: different cultures, languages and abilities, therefore, different minds sharing the same space and being educated at the same time. Consequently, it is needed an adaptation for the collective and for every individual.

I suggest that the suitable moment in the whole academic year in which this proposal should be brought in at classroom is from halfway academic year ahead, because the activities face real-life challenges for those students and they may be feel overwhelmed and insecure about their knowledge, so as to address more complex issues, and it happens the same when it comes down group work and oral production. In the two last cases mentioned, students usually present personal barriers and high affective filter due to, traditionally, they are not used to work in that way in lessons from what I saw during my internship. Therefore, they should be get used to start gradually with these kind activities from the very beginning of the year for gaining in self-confidence and letting them develop their own techniques for ideas discussion among peers and interaction for communicating orally. Then, they will be more prepared to deal with bigger issues and come up with useful ideas fruitful from collaborative work, which will enrich their viewpoints.

Aims of the proposal

What I pretended to reach with this proposal have been values education, leaded to create an atmosphere of inclusiveness in the classroom. Thus, the promotion of empathy among peers, and the proportion of opportunities to recognise individual abilities and help students in the process of learning.

Given the subject covered, the spread of the English language as means of information, while the interest behind its usage it is to communicate; to understand and be understood by other English-speakers regardless of making mistakes as part of the learning process. Apart from that, there are more different roles that can be performed through the working language, as of opinion to uphold own ideas, emotions or experiences occurred that build up the personal evidence of someone; as of decision making which are previously reflected or, in case of group work, discussed among members by everybody cooperating and gathering suggestions until reaching a solid meeting point that adjusts to circumstances.

By devoting activities to get to know about cultures, inducing to imagination about how they are, and a whole session to discover Switzerland, I pretended to generate cross-cultural curiosity in students, to show other ways of understanding lives which enrich their own way of living. As students come from various places and experience different situations, they would always have something to contribute with that will keep them engaged in order to strengthen peer relationships.

Teaching Methodology

The methodology used for the Teaching Unit has been thought to develop different competences and skills through approaches, methods and digital resources that get students involved. The whole proposal is designed over task-based approach, oriented to achieve the successive meaningful goals that form the learning situations, with a final task, which covers knowledge and abilities acquired from the proposal to work with them for a longer period of time than the previous tasks.

It is worth to highlight that there have been established interactive activities overall among students and even with the teacher, which belongs to communication-based approach, to exchange information and express opinions through the foreign language production. These activities enable the introduction of different concepts students are about to work with, through interaction in pairs in some cases but in groups mainly, practising all the language skills together

with special emphasis on oral production, to strengthen it individually and to balance it in general with respect of the rest of the language skills. Therefore, this approach follows the characteristics of Linguistic Communication Competence, the Multilingual Competence and The Cultural Awareness and Expression Competence.

In the first learning situation *Let's organise an excursion to the mountain* is promoted the cooperative learning approach by splitting the classroom into smaller groups to facilitate the participation of all members in activities. In order to develop personal values, especially empathy and equality as a whole, to understand each other and help in all kinds of challenging situations, case-based approach is embedded in the tasks of the second learning situation *How would you help a lost tourist?,* to provoke ethical reflections from experiences encouraging again participation. Therefore, these approaches follow the characteristics of Citizenship Competence and the Personal, Social and Learning to Learn Competence, Entrepreneurial Competence and The Cultural Awareness and Expression Competence.

The activity 'Quiz: Which country fits your personality?' in Session 1 makes use of electronic devices and Internet connection, in which students take into practise digital skills by dealing with web browsers and the website to respond the quiz. Therefore, this approach follows straight the characteristics of Digital Competence.

The method of Total Physical Response (TPR) is introduced in the activity 'TPR: Flight Safety Instructions' in Session 2, which follows the three main phases for performing the actions. Then, it continues carried out by students in the activity 'Mimics representation' in Session 4, in which actions are represented by mimics and gestures.

Gamification techniques had been applied strategically at the very beginning of the sessions, as in some warm-up activities to cheer up students and introduce them to the purpose devoted to each session, for instance 'How many countries do you know?' or 'Crossword.' Nevertheless, they have been also applied at the very end of the sessions, as in some wrap-up activities, in a more relaxed dynamic in which students make a review of the most highlighting points of the session while taking a break of the previous activities, for instance the activities 'Link images' and 'Broken telephone.'

Likewise, the assessment techniques at the end of some of the sessions are assumed as tools of reflection about the feelings and attitudes perceived during activities of oneself (self-assessment), like the activity 'Group work reflection,' and of other classmates (peer assessment), like the activity 'Group evaluation.' Besides that, there is assessment on behalf of

the teacher conducted at the same time as each group is performing the role-play of the final task.

For the final task, the role-play method is executed as the visual part. It is based on the dialogues drafted by groups, comprising every role to be represented in the performances. Consequently, it should create a problem-solving situation according to the requirements.

Teaching Unit

Henceforth, the Teaching Unit is presented per sessions pointing out the most relevant activities and the final task in detail from each. In order to make reachable the objectives proposed, the sessions are crafted in a logical order regarding the degree of difficulty, so it draws from the most simple and introductory one to the most complex and consolidated one. This Teaching Unit is split into two learning situations which make up two general challenges that student must undertake step by step throughout the sessions. The specific order of the learning situations allows them to be, in first place, familiarised with some communicative strategies, this means how to improve in the transference of information to be efficient by putting together their knowledge and skills to students to be every time in every session more accurate in their performance, also thanks to the learning from mistakes that results in their own tools to address upcoming challenges; in second place, it allows them to expand and improve their knowledge as a basis to create new one related with, this is possible since the contents are presented as a review of what they have been practising previous to the implementation of the Teaching Unit, however progressively amplified according to the context to become it more significant for its acquisition; and in third place, it allows them to get deeper into their own personal features and be cooperative among peers, while the first sessions (Session 1 to 2) are thought to be ice-breaking for students to get them used to work collaboratively and gain in confidence, the next sessions (Session 3 to 4) are increasingly demanding as they embody techniques and strategies with the support of input by the teacher, and they feel more comfortable working with their peers that enable a higher level of collaboration until the last sessions (Session 5 to 6), in which students feel self-confident to appropriately exchange their perspectives and even experiences from their cultures so as to face the final task. Students are then capable of overcoming this final task fruitful of the learning acquired in the previous sessions, so it is a chance to demonstrate the knowledge, techniques and strategies they have

been managing by going one step ahead in self-sufficiency from their critical thinking and creativity.

Session 1. Getting to know about countries

This first session begins with the learning situation of *Let's organise an excursion to the mountains*, which allow students to refresh the concepts of the topic that makes reference to travelling, already taught by the mentor who was guiding me during my internship at the high school. In line with this mentioned, all the sessions follow the same structure with activities or tasks classified into warm-up, reinforcement and wrap-up activities in this very same order.

During this session students start discovering about cultures of different countries of Europe by doing an online questionnaire called 'Which country fits your personality?', for which they are let to use their mobile phones. The questionnaire consists of a set of questions related to personal preferences about meals, hobbies, personal characteristics, travelling, etc. that students must choose the option that fits more with themselves and their likes. After responding all the questions, everyone is assigned with a country according to their choices, in addition of a description linking their personal features with the ones of the country and its culture so that supports the assignment. One by one, they share their country with the class and read out loud the resulting description.

In the next activity, 'Text reconstruction', they are split into groups of 4 or 5, and each of them are provided with a disordered text that must be reconstructed, both cohesively and coherently, by putting in the correct order the sentences so like the original. The text is about the Swiss cheese and its relevance in Switzerland, so that it is how Switzerland is presented as the country in which the next sessions of this first learning situation are focused on.

To finish, students will reflect individually on their group work in the activity 'Group work reflection': how did they feel with group members and rate the experience, how did they organise to complete the activity, if there was any problem throughout the activity. All the answers written on the worksheet will be anonymous, aimed to conform a channel through students can express their feelings freely, and to detect conflicts, any kind of discrimination or other kind of issues and take action if needed.

The students in general found these activities really motivating mainly because the dynamic was completely different from what they were used to do usually, setting aside their

textbooks and the traditional isolated activities that fulfil individually. From this session, the most valued activity without any doubt was 'Quiz: Which country fits your personality?,' due to they were able to use their mobile phones to complete the quiz, hence they enjoy the fact of changing to digital resources and working with other format through touchscreens. In addition, the content of the questions was entertaining as it was related to leisure and free time, and students were comparing their answers with their classmates next to, so this made it intriguing as well to know which country is assigned each.

Regarding students with special needs, they may need to get the content more visual or introduced with some images that capture their attention in order to focus on what is demanded in these activities. Thus, the teacher makes them get involved by making the materials attractive along with images, and even by providing some extra images prepared in advance or improvising some gestures, mimics, clues, draws on the blackboard, etc. to unplanned situations with the aim to induce meaning until reach their understanding. Group members may become in other supporters while working in groups, as they can embody the ability to make them feel comfortable and accepted among peers to their advantage in this first session. In conclusion, the activity 'Text reconstruction' is the most positive one as first point of contact working with peers.

Session 2. Take your flight

Once presented the chosen country where the next activities are thought in, Switzerland, in this second session students experience real-life situations when planning a flight or in an airplane and even face problems that may happen for which they will have to work cooperatively to get them solved.

An activity for catching the attention of students, especially the one with ADHD is a Total Physical Response (TPR) activity to learn flight safety instructions just before taking off, called 'TPR: Flight Safety Instructions'. The teacher takes a chair to sit down on it as students and starts with the first phase 'The teacher gives the command and performs the action', so the teacher does so with the whole list of instructions; for instance, the teacher says, 'fasten your seatbelt', and performs a gesture simulating that does it so). Then, when students have listened the commands and have displayed the actions for first, the teacher carries out the second phase 'The teacher gives the command and performs the action along with students', so the teacher does so again with the whole list being followed by students; for instance, the teacher says,

'wear the life vest', and both the teacher and students perform the gesture that had been assigned to that command, in this case, putting on a life vest. Last, when students have fully learned the instructions, the teacher ends with the third phase 'The teacher gives the command and students perform the action', so the teacher does so haphazardly, with no action this time and students perform it instead; for instance, the teacher says, 'smoking is prohibited', and only students perform the gesture assigned to that command, in this case, smoking and shaking their heads.

In one of the activities, 'Put a complaint', there has been a problem when landing and luggage is missing; as a consequence, students are required to put a complaint as it was an e-mail to the airline of Ryanair. They must describe in pairs on a piece of paper how their suitcase looked like, which items were inside (anything they would take to an excursion to the mountain like hiking materials, take-away food and warm clothes, having in mind that takes place in a mountain in Switzerland) and giving some relevant data of the flight. The teacher explains to them all these instructions, what is a complaint and points out that it is about a formal letter aimed to the president of Ryanair Airlines, thus students must take care of their writing to be as much formal as possible using suggested structures by the teacher for introducing the message, describing the flight and luggage features and for closing the message.

The general response of students was encouraging for taking part of the development process of the activities along with a classmate of their choice, so they joint their knowledge and strategies enriching each other. Their favourite activity was 'TPR: Flight Safety Instructions' because they found it funny and maybe unexpecting to do a kind of activity like that in an English class and to learn so fast at the same time. Likewise, making this oral activity with movements or gestures get students focus their entire attention upon teacher with the aim of relate the commands given to the actions, so as to be accurate in the movement when performing.

Regarding students with special needs, in the activity 'Put a complaint', they need a partner that balance with their personality or compensate their needs in the way that they both be flexible with each other, as teacher provides positive feedback taking advantage of their individual abilities and features to be merged to create an unique personalised learning which considers two different points of view from tolerance, respect and mutual agreement. Besides that, in the activity 'TPR: Flight Safety Instructions' is the most enjoyable one for them as it shows simple, clear and dynamic, so they can feel part of the process by performing the activity all together as a whole. In case it may need some adaptation, it has the advantage of being quite

easily to modify to all of them simultaneously, like in the input and the gestures made simpler, slow down or speed up the pace, add some repetition, visuals or any other kind of support.

Session 3. Moving around Switzerland

This third session is focused on the Swiss culture, its geography linked to hiking and the collective arrangement of means of transport for organising the excursion.

In one of the activities, students will be given with a multiple-choice test about a real TV program of Switzerland that should read it in a few minutes. When finished, the teacher will play the video in You Tube until the minute 4:25 since it is a whole long-duration program, in the way that it is displayed on a whiteboard to be watched and listened by students. In the video, it appears a TV anchor talking about some localities surrounding the Swiss Alps and interesting facts about them, so students should listen to it carefully and follow the questions of the test simultaneously while the information needed is screened in the same order as the questions. The video is originally planned to be played twice and there will be some time left to students to review their choices, then finally will hand it to the teacher.

Another activity to be discussed in groups for reaching an agreement is 'Oh my car!', which consist of using together their critical thinking to choose a car for renting; however, they must bear in mind the conditions of moving from the city of Zürich to the Swiss Alps, the budget limit, the need to carry their luggage and also the rental car rules, as an influence in choosing a car. Apart from all these information, they will see on the whiteboard a chart with pictures of all the available cars, their sizes, what they are good for and the prices each car and, finally, the questions to be answered about the one that is the best in every case and the one that they definitely choose for the trip. All groups must discuss logically about cars features, advantages and drawbacks and take notes in a piece of paper because they will be asked later about their final choices and the reasons why, shared with the rest of class out loud through speaking times.

The response of students was positive and satisfactory as, in general, overcame expectations of the activities through the comprehension of their purposes despite the bigger challenges conformed for them. The activity they valued the most was 'Oh my car!,' due to they were in groups again discussing very interested for the topic about the different cars and its features and imaging themselves in different situations as posed in the questions. It is worth to notice that they felt more confident and comfortable by speaking in front of their peers along

with their group members to help and come up with some more ideas, apart from the topic which they feel upbeat with.

On the part of students with special needs, they may need some extra time to take notes and think to elaborate their responses, for instance, in the activity 'Getting to know Switzerland' they may need any adaptation regarding the content, the kind of activity, adding subtitles in the video, changing the way of assessment, etc., although it is fundamental to make sure that every aspect of the activities is crystal clear, especially in the activity 'Oh my car!,' which deals with specific concepts about car renting that requires explanation with clues and some questions before starting. In this session, the most helpful activity for them may be 'Oh my car,' as they have the chance to negotiate meanings with peers that would not be possible without their outputs, making it more enriching.

Session 4. Plan your day trip

In this fourth and last session of the present learning situation, students have learned about Switzerland and, of course, they have gained more confidence in themselves and in working with peers, so they can use oral production for overcoming bigger challenges.

For warming up, the teacher will hand a short reading for the activity 'Reading together' and will ask for three volunteers to read each paragraph. Continuing with the promotion of Switzerland so as the knowledge of another culture, this reading text shows off some engaging activities can be done in Switzerland to enjoy a full experience in the open air.

This warm-up activity will be inspiring and even useful for students to plan a whole-day trip in 'Plan a whole-day trip' for the ongoing excursion with the goal of being convincing for someone to join their groups. This activity embodies a real daily task in which they plan a day, from morning until evening, the activities they want to do devoting realistic periods of time to move around. Hence, there are presented some suggestions which can help students to get a clear and organised planning; for instance, the recommended structures to start writing, adding coherently exact times for all routines and activities, and assigning roles within groups, to awaken their imagination as well as to specify who is in charge of every activity.

When finished the planning, the teacher will let students around five to seven minutes to prepare their performances of what they have been thought for the excursion, these take part

of the next activity 'Mimics representation.' The purpose is that every group talk about their planning and do mimics along every plan mentioned so as to make it visual.

Finally, groups will evaluate the other groups in 'Group evaluation', so while performing the other groups talk together about the questions provided in a worksheet to be fulfilled, for those they will have to rate to what extent the goal is achieved, what liked the most and the least and write some points they need to improve. At the end of performances, a different spokesperson per group will give the written feedback to rest groups.

The students in general reacted positively to this session as it is very dynamic, working on oral production in groups to be put into practise afterwards, and that awaken them the sense of competition, which motivates to be more involved. The activity they enjoyed the most was 'Mimics representation' as they all made an effort to make their representations as much visual and creative as possible, while the rest were watching and having fun.

Students with special needs are greatly engaged in this session, because implies pretty much motion and peer interaction. In the activity 'Reading together' they should be encouraged to read a paragraph of the text, or at least some sentences that be easier and they can understand, as a result they will pay more attention and avoid boredom. For the rest of activities just few reminders about instructions and time, to verify all is clear and to check anything they may need. In conclusion, the most advantageous for them are 'Reading together' and 'Mimics representation' because they can really feel like a key piece of the process and of the outcome by contributing to enthusiasm and innovation.

Session 5. Learning personal values from each other

This fifth session stars with the second learning situation *How would you help a lost tourist?* in which students will develop their personal values as a result of group discussions, to exchange their personal opinions and viewpoints that results more boosting by taking advantage of a both multicultural and multilingual group of students. In so doing, they learn more about different cultures surrounding them to be respected, and get immerse implicitly in sensitive topics like emotions, empathy, equality and special needs of individuals.

In the activity 'Someone is lost' students in groups discuss together their own opinions and show them with the rest of the class until finding a solution for every of the questions posed related to an issue, which all are satisfied with if possible. The issue is about to help someone

that have lost and who student encounter with when making the excursion, he/she does not have any personal belongings and there is no telephone coverage in the area, thus, the questions raise ways of helping, strategies of communication students would apply if a foreigner and personal dilemmas to take an action on. The teacher has a role of mediator if any problem or disagreement to try find a middle point that different parts may comprehend and respect.

Going on in the terms of personal values development and empathy, the next activity 'Storyteller' is about a real personal experience which shows another complicated situation through which students can listen the story and imagine it just like that, but in fact is a true story and they can get surprised while empathising with the main character, the teacher. Therefore, firstly, the teacher reads the story out loud, and students just listen carefully. Then, the teacher will ask for their opinions about it and anyone can pose any comment about it, share what they felt, etc. and will move on asking who they think is the main character, so when discovered they may be feel more curious and wanting to know more about, deriving in posing their own questions and creating a free unexpected dialogue apart of the questions created beforehand. Finally, the teacher can raise awareness to students about the importance of offering help and being in the shoes of somebody, because they may experience something similar ever in their lives.

To finish the session, the teacher takes advantage of the last minutes to present the final task 'Final task presentation: role-play,' which students will be working in for the remainder of this session and half of the last session (Session 6) to be continued and finished, as the closure of the Teaching Unit. Having practised with the previous problem-solving approach situations, students must create in groups another realistic situation that may happen in real life about helping a person with a problem. In order to achieve it successfully, they must do a performance of a role-play by drafting a dialogue that run their performances among all the group members, in a manner that they all perform a role also assigning characters such as main and secondary one(s), to storyteller or any other possible fruit of their ingenuity. Another important rules to have in mind, are when finished the written part, they must practise the role-play for arranging for themselves as desired within certain basic terms regarding a proper behaviour and use of materials. For these last mentioned, it is worthy that teacher limits the available materials, like the furniture of classroom or of high school, that might cause some distractions or even damaged materials, as well as mobile phones among other digital devices through which might be a distractor too, in addition of an electronic tool misuse.

The students showed interest on the stories of the different activities as they were discussing among, posing questions and making some problem-solving suggestions. The most valued activity was 'Storyteller,' since it is a real personal story in a context which they may empathise with from their cultures of origin and experiences as it happens to them; the fact of the presence of the main character made them more curious about and feel free to collect more information.

Students with special needs can be involved by making the stories more visual in order to induce them for recreating easily, by means of mimics or even interpretations of some of the characters to make it less abstract. When discussing in groups about those situations, it is really important no to force anyone to share personal experiences nor specific personal conditions, especially this type of students. By normalising the purposes of activities will make them feel free to participate more, avoiding any pressure or obligation. The most enriching activities are 'Storyteller' and 'Someone is lost', so they can contribute to the different situations from their perspective and get them enriched with those of their peers.

Session 6. Final performances

This is the last session where students will illustrate their progress along the entire Teaching Unit regarding knowledge acquired just as communication abilities accurateness.

Students continue with the final task dealing with the instructions explained by the teacher in the previous session in 'Finishing final task' for 25 minutes, leaving some minutes to practise and to organise their performance as materials they may need. Meanwhile, the teacher is passing by groups, checking they are working effectively and solving if any doubts or problems arise them.

When the time of the task preparation is up, every group will have a maximum of five minutes to performance in 'Role-play performance.' When acting out, students interpret the situation invented by following their own dialogue, so it is not mandatory that students learn by heart statements of their characters. At the end, all the written dialogues on the sheets of paper will be handed to the teacher, so as part of the assessment.

To end the session, the teacher gives positive feedback in general for all the groups emphasising some great aspects and the effort invested in 'Teacher's assessment and feedback.' After taking some notes of each group while performing, the teacher assesses the task taking

into account the oral production part through the role-play and the written part through the dialogue drafted, in order to accomplish it more specifically and in a disaggregated way into their items (can-do statements). Hence, a rubric has been designed for the final activity in which the level of extent of every item is strictly described from 1 'Needs to improve,' to 4 'Excellent.'

The response of students in general to the final task was extremely positive because they have been enjoying these kind of representation activities before, so the fact of designing a story, assigning roles, preparing materials, etc. by their own it is a sign of confidence in them and that they can do it, something that they feel grateful for. This task was high valued by students as had more freedom and autonomy for tackling it, in which they have the chance to use everything they learned and practised in the sessions before to consolidate it, so they do not feel overwhelmed whatsoever and can focus on it as an accessible challenge.

For students with special needs, the final task leads to a chance to overcome their personal barriers from strategies and recommendations they have gathered throughout the Teaching Unit, so they are encouraged once again to make use of them, to bend over backwards at their own pace and to bear in mind that they have great qualities to surpass themselves successfully.

Assessment

Since this proposal has been designed to foster respect and tolerance among gender equality and attention to diversity in daily life situations by taking advantage of the qualities of the different cultures that represents the target group, the types of assessment applied have been both formative and summative to monitor the learning of students.

The formative assessment has served as a tool to learn about the level of comprehension and effort performed by students. Regarding the outcomes of these levels, it would have been possible to make changes in the teaching methodology if considered, with the aim of guaranteeing an effective learning. This type of assessment has been conducted throughout the period of the Teaching Unit implementation, so some activities in particular were requested for proofreading and then grading, as part of their final grade on the subject in the second trimester. The activities which followed this assessment were 'Put a complaint' (Session 2), 'Getting to know Switzerland' (Session 3) and 'Words and definitions' (Session 4).

The summative assessment has served to get information about the final outcomes of the Teaching Unit, in other words, the entire learning that students have reached. This assessment has taken place thanks to the final task development, which goal is about to prove the learning acquired along the sessions, and grade, of course, is also a part of the final grade of the subject. Therefore, this assessment has displayed the level of learning in proportion to the new knowledge that have been practising with, to be integrated in themselves with cumulative effect.

To assess in detail the final task, a rubric has been made up from the can-do statements, originally assigned to the activities as shown in the charts devoted to every session of the Teaching Unit. These ones elaborated, at the same time, keep a connection with the assessment criteria established in *Decreto 39/2022* for the curriculum of *Lengua Extranjera.* As a result, they are exposed hereunder:

- 1.1.1 The student understands the instructions provided by the teacher.
- 6.1.2 The student formulates a fully articulated answer creating both a problematic situation and a resulting suitable solution.
- 2.3.3 The student writes a dialogue in collaboration with all the members relevant to the topic of helping someone.
- 2.3.4 The student demonstrates their learning process and determines to what extent they were able to contribute to the teamwork of their group.
- 6.1.3 The student assigns the roles of the characters among the members and arrange their performance.

All those constitute the waypoints that point out the extent of successfulness achieved by students, consequently each one has been developed into four levels adjusted to the degree of performance, which are 1 'Needs to improve,' 2 'Sufficient,' 3 'Good,' 4 'Excellent.' Although in the rubric is referred to 'the student,' as the can-do statements are taken from the charts of the sessions, in fact, it is aimed at the whole group. Thus, while students are performing, the teacher takes notes and choose the most appropriate degree to assess groups in every aspect by means of the rubric. Since the dialogues are handed by students once finished, they are also taken into account for the assessment of the corresponding can-do statements, so the teacher can finish grading later on and calculate average grades.

Regarding students with NEAE, there are defined nine different types as refers LOMLOE in the Article 71, paragraph 2 in the amended *Ley Orgánica* 3/2020. Since within

these types there is a very large number of cases of students with their own particularities and needs, and what is more, their support guidelines, strategies and materials among others, this proposal has been adapted specifically to the case of the student with ADHD as it has been explained in the section 'Context and temporalization,' belonging to the group of 3rd year of Secondary Education. Consequently, his assessment has been also adapted according to the general characteristics of this type of students with NEAE, in order to raise them awareness (as if it were any other type or types) to teachers so as to plan an effective set of educational measures that aid to the individual learning.

Following the guidelines to manage ADHD students in the context of Intermediate Training Cycle (adapted to Secondary Education), proposed by Doménech and Pastor (2019) in their paper *TDAH: Trastorno por Déficit de Atención e Hiperactividad. Una guía para la atención educativa en los Ciclos Formativos de Grado Medio*, the assessment has been carried out the same as for the rest of students adding some techniques and tracking of his learning though, due to these students do not present in general any kind of issue when working in groups, like in the final task in which he can participate actively; nor individually. Having said that, some details are emphasised to take into consideration in his assessment here below:

- Continuous assessment throughout the Teaching Unit is a great way of tracking the constant learning for students in general, however even more for this type. In this way, it has been implemented parallelly by assessing some of the most significant activities through which students have been able to prove the different language skills (oral production, written production, oral comprehension and reading comprehension), those activities have been 'Put a complaint', 'Getting to know Switzerland' and 'Words and definitions.' This particular student had visual support distinguishing every statement, instruction, question, etc. for avoiding get him distracted or boring, along with images, gestures or any pertinent explanation to ensure his understanding. The short activities, their specific instructions and to let them plenty of time to concentrate on are other facts to bear in mind.

- Self- and peer assessment are both interesting for him because can be aware about own attitudes and performances so as to develop self-regulation, and the same way with classmates, so as to reflect on them for empathising and improving. Within this proposal have been included the activities 'Group work reflection,' for reflecting on own contribution to group work, and 'Group evaluation,' for reflecting on the performances of his classmates.

- The final task assessment remains unchanged as mentioned because he can work and present the task in cooperation with his classmates, nevertheless, the only things that are emphasised to support him are the time management to plan his work and complete activities, and periodically reminders like instructions, aims or deadlines.

Conclusion

This paper has been undertaken due to the real necessity of moving forward in attention to diversity, since it has supposed a slow process across Spanish history in which there are so many things still to achieve for avoiding social marginalisation and keeping the building of a fair society; along with the necessity of shedding light on and giving the relevance that deserve students with special needs, usually left behind underrated and discriminated because of their abilities, in a particular group of Secondary Education. As a result, there have been set the aims of the proposal to provide an effective response that can serve as basic guidelines for the target group of students, in addition of being transposed to other levels for overcoming this increasing issue in the society of today.

So as to make the pursuit of inclusiveness possible in the classroom, the present proposal gives opportunities encouraging students with NEAE to discover beyond their abilities or features. Moreover, in this particular case, the presence of wide number of cultures in the high school itself has provided the exceptional benefit of enriching themselves through their own cultural perspectives and personal experiences, inspiring for each other.

In the same way, given the subject of EFL, there was a need of creating communication situations and cooperation among peers, with the purpose of breaking down linguistic barriers between other personal barriers. Therefore, the task-based approach is used, generally, in the whole proposal for these benefits, especially, firstly in oral production, and then, in oral comprehension, where in both there have been a successively progress thanks to working in pairs or in groups at many times, as the students felt more comfortable and supported by peers. At the very beginning, this process was tricky for the students since they were not used to work in this dynamic. However, step by step they were gaining in self-confidence until the enjoyment of the activities, as proved in the most acclaimed ones, that were those adding motion by the application of the gamification technique, TPR method and role-play method. All these were fruitful because of the discovery of other ways of working, by demonstrating them the execution of actions which are oriented to their interests and real terms. Henceforth, they acquired useful knowledge and strategies without even realising.

Focusing on the case of the student with ADHD, it should be noted that also these kind of interactive activities among peers with motion implied captured his attention the most, so that was a great way of strengthening their language skills while improving their personal abilities. The design of short and multiple kind of activities were thought especially for him, to try to avoid boredom and the urgent necessity of movement that can drive him to oppression. Hence, this dynamic was highly beneficial for him to encourage to participate in any activity by emphasising his strengths with some positive feedback. Equally, it is essential a personal treatment that maintains tolerance and patience by all people surrounding, from educational staff to students. This last group mentioned is especially the one where education and personal values are born, so that is why they need to live all together, to be in touch with multiple individual realities that foster respect, empathy and integration breaking with the discrimination of abilities and their undervaluation. This is the crucial key as a society: to help and to be helped.

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