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**Universidad de Valladolid**

Máster en profesor de Educación  
Secundaria, Bachillerato, Formación  
Profesional y Enseñanza de Idiomas

The use of innovative practices as a  
way of improving the teaching of  
English as a foreign language

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## **Resumen**

Hablar de innovación educativa implica hablar de la introducción de prácticas innovadoras en las aulas. En este Trabajo Fin de Máster, se abordan aspectos teórico-conceptuales sobre la innovación en términos generales y la innovación educativa de manera específica.

Lo recogido en el marco teórico, sirve de sustento para la segunda parte del trabajo, una propuesta didáctica de seis sesiones, donde se incluye, aunque no de manera exclusiva, el uso de las tecnologías, como un recurso muy útil para el proceso de enseñanza y aprendizaje del inglés como lengua extranjera.

**Palabras clave:** Innovación educativa, tecnología, enseñanza y aprendizaje del inglés.

## **Abstract**

Talking about educational innovation implies talking about the introduction of innovative practices in the classroom. In this Master's thesis, theoretical and conceptual aspects of innovation in general terms and educational innovation specifically are addressed.

The theoretical framework is the basis for the second part of the work, a didactic proposal of six sessions, which includes, although not exclusively, the use of technology as a very useful resource for the teaching and learning process of English as a foreign language.

**Keywords:** Educational innovation, technology, Teaching and English learning.

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## **1. INTRODUCTION AND OBJECTIVES**

Throughout the years, education has been evolving slowly due to the constant changes of the society. For this reason, the educational administrations of some countries have elaborated educational curriculums trying to adapt these changes.

There has been a lot of interest recently on the use of technological resources such as artificial intelligence and different devices such as mobile phones or laptops as part of educational innovation. As a consequence of this, there is a lot of research on the field, for example, many researchers have found plenty of data through observation of teachers applying technological devices.

The objectives of this research paper are:

- to define educational innovation in terms of inquiring the way this field has evolved throughout history.

- to present the use of technology as a means for teaching English as a foreign language

- to plan and present a didactic proposal using technology to contribute to improve the process of teaching and learning English.

## **2. THEORETICAL FRAMEWORK**

### **2.1 Definition of educational innovation**

First of all, and as mentioned above, educational innovation is a concept that has been hard to define because there is not a common definition for it. As a matter of fact, according to Serdyukov (2017):

Innovation can appear as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process or institutional structure that when implemented produces a significant change in teaching and learning, which leads to a better student learning. (p. 8).

Indeed, educational innovation is supposed to cause changes in teaching and learning and thus a better student learning, as affirmed by the same scholar, who says that “Innovations in education are intended to raise productivity and efficiency of learning and/or improve learning quality”. (p. 8).

These affirmations seem to be accurate. However, Thompson (2022) gives a more developed definition: “Innovation in education comes from identifying problems, watching and learning from others, to develop new methods to address those problems, and iterating on them when these experiments do not necessarily give the results you need”. (p. 7). This statement emphasizes the need for collaboration between research and teaching in order to obtain significant results as Mary Christianakis states.

Thus, we can affirm that educational innovation seeks to improve the education in order to attend the demands of a constantly changing society and to find new ways of teaching in order to cover the demands that have been already mentioned.

### **2.2 Educational innovation through history**

Many scholars have tried to find an answer for these questions. As an example, Rubia-Avi (2023) strongly defends that “to talk about how educational innovation has evolved over the last 40 years is to associate educational changes

with teaching methodologies and technology integration” (p. 1). This author basically tries to say that educational innovation is strongly related to the evolution of technology.

This author also affirms that understanding this process involves rethinking the school model as a whole to make sure it meets the requirements imposed by the knowledge society and the students who are “daily immersed in new technologies and new forms of communication and learning”. (p. 1).

Even though education has reached a very high level of quality and expectancies, the rise and evolution of technologies such as smartphones, tablets or portable computers has made the education obsolete in a way that has not been expected by anyone before. Thus, Rubia-Avi maintains that “It is necessary to introduce research dynamics that go beyond classical educational traditional enquiries based on either qualitative or quantitative methodologies”. (p. 2). In the same line of thought Crichton (as cited in Serdyukov, 2017),

With the rise of the internet, it seemed like education was on the cusp of a complete revolution. Today, though, you would be excused for not seeing much of a difference between the way we learn and how we did so twenty years ago. (p. 6)

From another point of view, as Serdyukov (2017) mentions, “basic ideas [...] perceive these changes as a series of intentional and systematic interventions, decisions and processes aimed at modifying attitudes, ideas, cultures, contents, models and pedagogical practices”. (p. 1).

This author affirms that educational innovation clearly aims to modify educational models and pedagogical practices. If we relate these last two factors to technology, as mentioned above, technological educational innovation totally changes teaching and pedagogical methods, and provoke a huge revolution in this pedagogical field. In fact, Velayutham et al. (2022) affirm that technologies have modernized the field of education, making this one more effective. This is how educational innovation has evolved and managed to survive throughout the years, by changing the mentalities of people and the methods as well.

### 2.3 Innovation in the English Class

In an English class, innovation can transform the educational experience, facilitating more dynamic and effective learning. Nowadays it is evident that the use of advanced technologies such as interactive applications, virtual reality and artificial intelligence tools allows students to practice and hone their language skills in an immersive way. In addition, the incorporation of modern pedagogical methods, such as project-based learning and gamification, encourages active participation and critical thinking. This combination not only enriches language skills, but also prepares students to face the communicative challenges of the globalized world. As a matter of fact, Ortega (2020) mentions that “Innovation challenges, invites us to change our vision and connects us with our vocation as teachers”. (p. 312). She also defends that “these changes should affect directly students’ well-being” (p. 301)

However, in order to attain interesting results when innovating in an English class it is important that “The teacher, the student, the contents and the center must adapt to do things differently” (p. 312). That is the reason why some new methodologies and resources should be applied in order to innovate in English teaching in classroom, such as the direct method, which “was a clear advance over the traditional and the grammar translation ones” (p. 302) or the use of modern technologies. She adds to her argument that the importance of communication between Spain and Morocco for commercial trade has had a strong influence on the teaching of the direct method in Language Schools.

Regarding the use of modern technologies, Gong (2018) strongly defends that “many countries in the world have used online computer technologies to promote sharing of educational resources and to enrich teaching forms”(p. 4), which demonstrates the strong impact of technologies in education all around the world. As a way to prove this affirmation, he defends an innovative method which consists of the use of modern technologies as a way to approach rural and urban areas. This method is called Urban-Rural synchronous distance teaching model based on online computer technology. It has been well received, considering that in rural areas there are only a few teachers and they all have “different teaching abilities” (p. 4), which affects language learning. Thus, this method imagined by Gong tries to use technology to unify students from both backgrounds and to share educational resources.

Given this information, it can be concluded that innovation in the English class, through new methodologies and technological devices, improves significantly language learning. Through the use of digital tools, online platforms and interactive resources, a more relevant and

effective teaching is reached. This does not only motivate the students, but it also prepares them in a better way to communicate themselves in a globalized world.

## 2.4 Some other innovative practices in the classroom

With this evolution, new theories have emerged as a result of a deep investigation of this field. These theories have been established in order to give a clearer perspective on the types of educational innovation.

The first one is known as “mindfulness” and it consists of reflexive self-consciousness. This theory strongly defends the reduction of the stress in the students, the increase of the concentration and the effort they put on their studies and the better control of the emotions, either in an individual person or in group of two people at least. As a matter of fact, Serdyukov (2017) states that

The roots of learning efficiency lie, however, not only in innovative technologies or teaching alone but even more in uncovering potential capacities for learning in our students, their intellectual, emotional, and psychological spheres. (p. 7)

Furthermore, Díez (2022) affirms that a session in a primary school is enough to realize and observe that the abilities that have been mentioned above are constantly disappearing due to many circumstances that affect them in their respective daily lives; as a consequence, she suggests that developing the concentration of the students and discovering their own mindfulness are educational objectives. The project that she exposes consists on a few exercises that have been designed in order to develop the aforementioned emotional skills.

To summarize, mindfulness is related to stress and emotion control and it can be defined as the consciousness that emerges from turning one’s attention to something during a specific moment without any reaction, judgment or evaluation against it, which is useful when working in a group with members who have different points of view of a specific topic. In fact, Corey et al. (as cited in Michalski and Smith, 2023) mention that

Teaching and using mindfulness in the group can benefit the group in a number of ways. The skills related to increased



awareness, reduced judgment, and increased acceptance, can both influence the group dynamic as well as the individual members who may use these skills in their daily lives.(p. 10)

And this affirmation introduces the next theory, whose name is Collaborative learning. According to Laal and Laal (2012) as an educational perspective to teaching and learning in which groups of learners work together to solve a problem.

James Hutson (2023) puts the collaborative learning in practice from the perspective of an educational innovation researcher in order to demonstrate that not always a researcher with a relevant reputation will be able to become a teacher with the same reputation; this last affirmation is not related to the educational innovation theory, but it is mentioned here in order to prove the relevance of collaborative authorship and thus, the collaborative learning as well; the constant feedback between research and teaching enhances both aspects.

If we move on to the collaborative learning that implies children, teenagers, young adults and students in general, it can be definitely affirmed that, according to Serrano Rodríguez (2014), it can be developed through the use of mental maps. She expands on her idea by saying that the elaboration of conceptual maps in groups (the reason why it is related to collaborative learning) can encourage students to put in practice their group working skills. She also defends that emotions are strongly linked to collaborative learning, which introduces the next theory in educational innovation, that is, the one called Project-Based Learning.

For Blázquez et al. (2021), project-based learning occurs as a result of the effort made by students to carry out joint activities organized around a center of interest, i.e., a project with the intention of carrying it out in the future. In line with the above, the same authors explain some of the benefits of project-based learning:

- Increased motivation.
- Preparation of students for real life.
- Connection between school learning and reality.

- Opportunities for collaboration to build knowledge
- Development of problem-solving skills.
- Increased self-esteem.
- Activation of individual learning strengths.

According to Contreras et al. (2021), we can distinguish three phases in the realization of a project. They are those of:

1. Proposal and selection of the topic.
2. Development.
3. Communication and socialization of results.

This theory is based on projects, which is a teaching methodology built on the student itself as the protagonist of its own learning and whose knowledge acquisition has the same importance as the acquisition of abilities and attitudes.

Kokotsaki et al. (2016) defend that Project-Based Learning is conceived as being “a particular type of inquiry based learning where the context of learning is provided through authentic questions and problems within real world practice”. (p. 5); Moreover, they affirm that the presumption of a project-based learning is that students need opportunities to construct knowledge by “solving real problems through asking and refining questions, designing and conducting investigations, gathering, analysing, and interpreting information and data, drawing conclusions and reporting findings”. (p. 3). In other words, the three researchers are trying to define and to establish the steps that are being involved in the development of the Project-Based Learning as a way of educational innovation.

Actually, as mentioned, Project-Based Learning involves a lot of research from the students as well as gathering information and data from their projects. Furthermore, it could be the case that this theory of educational innovation had a strong impact on students or young people in general; in fact, according to the National Library of Medicine of America, it can be definitely affirmed that this theory of educational innovation improves the student’s learning outcomes as well as contributing positively to the academic achievement, the affective attitudes and

the thinking skills, especially academic achievement. These results have been discovered in a research by that institution, and proved the benefits of this theory, which can also be considered as a method.

## **2.5 Obstacles that educational innovation can find**

After having mentioned the three theories of educational innovation, it appears that this discipline of teaching has only positive impacts on the students, according to the many researches done by the respective institutions mentioned in this paper. Now the question is: what are the inconveniences of educational innovation...?

Probably the most relevant one is the over-reliance on technology; every aspect has his dark side, and technological monoculture raises problems evoked by Velayutham et al. (2022), such as declining writing skills, increasing incidents of cheating and lack of focus. During my internship, I have also perceived that the use of traditional methodologies may be due to poor maintenance of networks, hardware or software, or to the insecurity that some teachers may feel when faced with a student body that they believe to be more capable of handling these new technologies; only with proper maintenance of the material a well- trained teacher will perceive the new technologies as a significant time saver and as a methodologically valid resource. It is crucial to emphasize the ongoing training of teachers, their autonomy and the availability of the best working conditions and institutional support, as Serdyukov (2017) states.

However, technology is not the sole issue of educational innovation. If the aspect of money and time is being considered as well, it could be the case that educational innovation cost too much money, for the reason that many investigation projects need to be paid, as well as the material required for them. Regarding time, educational innovation is time-consuming, and in many situations, it could be the case that, if the project does not work or proves to be less effective than expected, time for the students that could be used to learn and to acquire more contents has been removed; that is why educational innovation can sometimes be definitely not the best solution if we want to save time for the students. Serdyukov (2023) defends that “In education, efficiency of learning is determined mainly by the invested time and cost”. (p. 8). Finally, the same author

states that the most important reason of the little effectiveness of education is the influence of politics in the field of education. In other words, many laws, usually the conservatist ones, are a factor that condition the low quality of educational innovation, in the sense that they probably promote the intervention of a government on the schools to ensure that all the institutions respect the laws that have been passed and this does not provide an ideal environment that allows teachers of all educational stages to implement new strategies in order to innovate. These conservatist laws try to minimize the importance of educational innovation, and this relevance is a key aspect of the next idea of this paper, which is, the importance and the reasons for educational innovation.

## **2.6 Principal advantages of educational innovation**

Some of them are quite obvious such as the development of a society or the contribution of the development of human's mind. However, Hoffman and Holzhter (2012) state that innovation plays a crucial role in the development of a sustainable future; it "resembles mutation, the biological process that keeps species evolving so they can better compete for survival." (p. 3). And from my point of view, this sort of metaphor is quite interesting, in that education has been designed with the objective to form new people in order to integrate society; in other words, education is designed to ensure the survival of the individuals, if the affirmation stated above is generalized. Besides this, the scholar Serdyukov (2017) mentions in his research paper about educational innovation "that it is widely believed that countries' social and economic well-being will depend to an even greater extent on the quality of their citizens' education", (p. 7), something that can be related to the affirmation stated above, that educational innovation is useful for the development of a society.

It is evident that school gain benefits in keeping up-to-date with the latest developments or research findings, and can also be a force to encourage educational equity and fairer opportunities for diverse sections of society. Additionally, the economic competitiveness development can achieve through educational changes. Some other benefits that can give plenty of relevance to innovation strategies in the field of teaching are the ones of organization of

lectures, materials, provision of good and effective ways to evaluate students, enhancement of interaction between lectures and students and provision of extra resources for lectures.

Furthermore, Parejo et al. (2022) mention that there is a sort of lack of shared and strategic vision of innovation that enables to overcome obstacles “by advocating for horizontal commitment and abandoning hierarchical structures” (p. 02), which certainly means that the conservation of hierarchical structures and the idea of not attempting to make an education of the same quality available to every people without distinguishing social classes still exists.

Moreover, if we consider as well that the strengthening of innovation requires “also a new culture in which teaching staff questions their beliefs and reviews their [...] conceptions of teaching and learning [...] and where collective criticism is the basis for innovation” (p. 02), we should affirm that if teachers get completely implied, many results can emerge from innovating in the field of education; that educational innovation does not involve only the setting, such as a school or a classroom, but as well the people, and in this category, not only the students are implied but also the teachers. Well-trained lecturers along with appropriate technical support are compulsory to implement an educational innovation project.

## **2.7 Evaluating the quality of educational innovation**

Given these facts about evaluation, it can be speculated that educational innovation does not consist on trying to find and discover new ways of transmitting the contents of a specific subject, but also on attempting to evaluate these methods; that is to say, it could be the case that educational innovation needs some evaluation in the case that we want it to work well and to give some efficient results.

It has been previously mentioned that evaluating innovative educational programs was an important part of educational innovation. This statement stems from the second principle of educational innovation, the one that consists on trying to discover and find out how many people (or students to be more specific) will benefit from your innovative project, in the sense that an exhaustive

evaluation of an innovative educational project can ensure that a higher number of students will benefit from it. And it is related to the theory of Project- Based Learning, which has already been mentioned. If both aspects, information and theory are closely related, is mostly due to the fact that Project-Based Learning consists on establishing the student itself as a protagonist. However, it is true that there are many points of view regarding this matter of controlling educational innovation, because it could be the case that many people who work in the field of education are against this “evaluation” which is somehow a kind of control to this one.

Webb et al. (2023) defend that “students are more positively disposed to online approaches particularly in relation to learning outcomes and skill development, though students’ perceptions are nuanced”. (p. 15). The three scholars claim that the students are being abandoned by their own Higher Education institutions; the research article concludes that “It is important for universities to recognize the pragmatic perspectives students may have towards online learning and to avoid a fundamentalist stance that learning must occur in one way”. (p. 15). As a consequence of this, the article does not claim that implementing an evaluation for educational innovation projects is a way of controlling it unfairly. Instead, it definitely affirms that students should be considered as the protagonists of a story, that is to say, students may be given more importance than the one they already have, and their opinions should be heard.

Thus, how is this information related to the control of educational innovation projects...? Actually, according to Mandic and Veljko (2010) “Young people at home and out of school live in a technologically rich environment expected changes in accordance with the imperatives of education for the 21st century”. (p. 231); considering the previous quotation, it is definitely important to consider students when attempting to control education and to pass laws that can regulate the educational system of any nation-state. They add that “the current organization of teaching is not created as a comprehensive cognitive system”. (p. 231); this means that nowadays students are not considered enough when trying to control education as well as the innovative projects that can emerge from educational practices. In consequence of this, it is important to return back to

another aspect that has been mentioned previously in this paper, the one that examines the possible obstacles that educational innovation can encounter.

It is important to insist on these ones because they have a strong relationship with what is being examined, that is to say, the legislation and control of education and more specifically, the control of educational innovation practices. In the paragraph in which we mentioned possible obstacles to educational innovation, it can be found that technology has been mentioned as a possible issue for educational innovation, for the reason that it removes students' concentration because they are only focused on their technological device. This sounds quite ironic, for the reason that, according to the scholars that have been mentioned above, students have answered some questions by the researchers themselves in which they said that they preferred to conserve the online teaching implemented during the Covid-19 worldwide pandemic; this may prove that they find the technological devices quite useful in their learning process. However, as mentioned before in this final dissertation, in the Diego de Praves High School I have observed that the students themselves were not focused on the class when mobile phones or computers were used. Scholars such as Webb et al. (2023) state that the students "simultaneously recognized limitations alongside benefits indicating a willingness to accept trade-offs". (p. 15); in consequence of this, educational innovation must be closely monitored for the reason that, even though it has some benefits, the lavish use of technological devices raises issues.

Thus, it could be the case that the importance of alternance between traditionality and modernity is rising throughout the years. It is important to suggest new didactic ways of combining both modalities; that is why at the end of this paper I want to give my own suggestion on how to improve this, and as well how to combine technological devices and traditional materials in order to avoid and make sure that the inconveniences of both aspects do not have a strong influence on the quality of education.

It is important to consider another fact that is related to educational innovation. According to Rubia-Avi (2023), "within the framework of human development, the technological revolution has shaped the actions [...] all of us who participate in the technological environment, an influence, which [...]"

permeates all our vital actions in a fluid and liquid manner”. (p. 1).

So, what does this quotation mean? In which sense this one is related to the topic of educational innovation and to the one that involves the use of technologies in the field of education? Well, in the sense that technology has shaped the human brain since the humanization process began, education cannot fail to adapt to the new environment. Thus, it can be strongly affirmed that technology defines education at the same time this one defines the development of humanity as well, for the reason that, according to the well-known scholar, it can be speculated that “Education is one of those fields of human action that is subject to such influences”. (p. 1). Furthermore, the essayist continues his argument by strongly defending that probably “in fact, we are generating innovation when we transform educational processes through the use of technology, even if the way we use the latter is not sometimes entirely positive”. (p. 1). This last quotation proves that educational innovation is conditioned by the development of technology, as already mentioned.

According to the same research article it could be the case that examining the evolution of educational innovation over the last century consists on analyzing the different parts that shape educational innovation; to say it in other words, it is important to observe thoroughly and “associate educational changes with teaching methodologies and technological integration”. (p. 1). Carbonell (2023) aligns himself with Rubia-Avi by defining educational innovation in relation to the school setting and he “construes those changes as a series of intentional and systematic interventions, decisions and processes aimed at modifying attitudes, ideas, cultures, contents, models and pedagogical practices”. (p. 1).

As a conclusion to this theoretical perspective of educational innovation, it is important to state that educational innovation is the way we try to improve the quality of teaching a specific subject and more specifically, the contents of this one. This field of teaching has been evolving throughout the years and mostly during the last forty years, in which, as I mentioned at the beginning of my paper, many techniques have been applied and many other innovative strategies have been tried as well. As a matter of fact, with this evolution of educational innovation and with new research results that have been found, new theories, such



as the ones that have also been mentioned in this paper have emerged, as a consequence of the deep research that has been done throughout the years. However, explaining some theory is not enough unfortunately to understand the application of technological devices as a way of innovating in the field of foreign language teaching. In consequence, I want to suggest a didactic unit which involves the use of technological devices in order to have a more practical perspective on the topic that is being argued in this paper. In addition to that, it is important to know that without having a practical perspective nothing can be understood when specifically, this topic is being argued.

### **3 METHODOLOGICAL FRAMEWORK**

#### **3.1 Didactic proposal**

##### *1. Educational framework*

The current educational regulations emanate from Article 27 of the Spanish Constitution, which recognizes the right to education. At state level, the legal references are LO 2/2006 (LOE), modified by LO 3/2020 (LOMLOE). The next level of concretion appears in the RD 217/2002 and in its autonomic adaptation of the Decree 39/2022; it is to this last one that the Key Competences, the Specific Competences, the Contents and the Evaluation Criteria outlined in the present Teaching Unit refer to, with a special emphasis on developing key competencies and integrating new technologies into learning.

The programming function is established and awarded to the Teaching Staff through the documents mentioned in article 91.1 of LO 2/2006; the didactic programs of the entrusted areas as well as the classroom programs are the most likely linked to the teacher's daily work. We will develop an intervention proposal for a Didactic Unit in the area of English aimed at 4<sup>th</sup> year of Compulsory Secondary Education at a public High School.

The Center is situated in the periphery of Valladolid. It offers compulsory secondary school education, Bachillerato and vocational training. This educational center has obtained the level 4 certification of digital competence "CoDiCe TIC" in the integration of Information and Communication Technologies from the Junta de Castilla y León (ORDEN EDU/801/2023, of June 20).; at this center, mobile telephones are authorized from the fourth year of compulsory secondary education onwards. The Center offers Compulsory Secondary Education, Baccalaureate in Science, Humanities and Social Sciences and Basic, Intermediate and Higher Level Training Cycles; it also includes a Bilingual Section and a Baccalaureate of Excellence in Science.

The Center serves three types of students: those coming from the attached Rural Centers, those from the Public Schools in its urban environment, which include immigrant population and ethnic minorities, and, finally, the very

heterogeneous students of the Formative Cycles.

## 2. *The Intervention Proposal*

For this intervention, the main objective is for students to be able to create a digital poster on a specific cultural theme from the English-speaking world by using digital platforms and specific software. According to Order 39/2022, the Specific Competences worked in this Didactic Unit are the following:

- Interact with other people with increasing autonomy, using cooperative strategies and using analog and digital resources, to respond to specific communicative purposes in respectful exchanges with the rules of courtesy.
- Mediate in everyday situations between different languages, using simple strategies and knowledge oriented to explain concepts or simplify messages, embracing cognitive, social and cultural diversity, to process and transmit information in an effective, clear and responsible way, in order to facilitate information.
- Expand and use personal linguistic repertoires between different languages, reflecting critically on their functioning and becoming aware of one's own strategies and knowledge, respecting cognitive, social and cultural diversity, to improve the response to specific communicative needs.
- Critically assess and adapt to linguistic, cultural and artistic diversity from the foreign language, identifying and sharing the similarities and differences between languages and cultures, to act empathetically and respectfully in intercultural situations

The specific objective is to enhance students' linguistic competencies in English through the integration of information and communication technologies (ICT). The proposal aims to:

- a. Foster communicative competence in English
- b. Develop digital skills
- c. Promote students' autonomy and creativity
- d. Encourage collaborative work and shared responsibility
- e. Integrate cultural knowledge of the English-speaking world

- f. Encourage students to extend their studies beyond the compulsory stage.

### *3. Student profile*

During the 2023/2024 school year, 39 students were enrolled in the 4th grade of compulsory secondary education, distributed in two groups, with 20 and 19 students respectively; for this distribution, inclusive criteria were taken into account in terms of gender, capacity, and ability.

The students in the 4th year of ESO are between 15 and 16 years old. At this stage, they already have basic-intermediate knowledge of English (B1 according to the Common European Framework of Reference) and are at a crucial point for consolidating their language skills. Students have access to technological devices and are familiar with basic internet use and digital applications, though their levels of digital competence may vary.

### *4. Technological context*

The educational center has internet access, computers and mobile devices that can be used in the Classroom, and full technical support and maintenance; the teaching staff is properly trained for the implementation and use of those devices. Furthermore, since the Junta de Castilla y León facilitates access to the platform for teachers and students Microsoft Teams, where students can access resources, interact, and submit their work, is fully available. This technological infrastructure facilitates the integration of ICT into the teaching-learning process.

### *5. Justification of the proposal*

In this 21st century, images are omnipresent. It has always been said that a picture is worth a thousand words, so making a poster is an activity that is fully inserted in a world avid of iconic representations. In addition, integrating ICT into education is essential in the 21st century society, where digital competence is fundamental; the development of Basic Technological Competences appears as an objective in article 23.e of LO 2/2006 and in article 6.5 of RD 217/2022. Using technologies to learn English not only motivates students but also provides them with relevant tools and skills for their academic and professional futures.

## 6. *General description of the proposal*

- Project title: Learning English through multimedia projects
- Duration: 6 sessions at the end of the year, during evaluation sessions at the end of the academic year.
- Main components:
  - a. Use of applications and digital tools: Students will use language learning apps and digital tools to practice and improve their listening and speaking skills in English.
  - b. Creation of multimedia content: Students will develop multimedia projects (videos, presentations, podcasts) that integrate research, creativity, and the use of English.
  - c. Interaction and collaboration: Teamwork and peer feedback will be encouraged to improve the quality of work and collaborative learning.
  - d. Cultural exploration: Through the analysis of films and other cultural resources, students will expand their knowledge of the English-speaking world and practice their language skills in real contexts.

## 7. *Methodology*

The methodology combines Project-Based Learning (PBL), collaborative learning, the communicative approach, and the intensive use of ICTs. It is structured in daily sessions where specific activities are developed to contribute to the achievement of the final project. How is this methodology related to my theoretical part? Well, I would say that the methodology of PBL is considered as an innovative one for the reason that it emphasizes real world problem-solving, critical thinking, and collaboration. This methodology provides learners with practical skills and knowledge to apply in real-life situations. In my theoretical part technology has been mentioned as one of the obstacles that educational innovation can find. In consequence of this, it could be the case that PBL contributes to deal with this obstacle in that, as it has been already mentioned, it emphasizes real world problem-solving. Thus, it may be speculated that students need to learn how to

develop their technological knowledge in order to learn and investigate more about a foreign language. Individual work is combined with work in pairs, in small groups and within the class group. As specified in the regulations (Article 26.6 of LO 2/2006) and 6.6 of RD 217/2022), the Foreign Language, in this case English, will be used in the sessions of the subject.

#### 8. *Assessment*

The assessment will be continuous and formative, with regular feedback from teachers and peers. However, there will be a rubric that will be implemented by the teacher in which some criteria such as the Use of English, the creativity, the integration of technologies and the collaboration will be considered.

Concerning the evaluation criteria, it will be as follows:

- Content: Relevance and precision of the information: 20%
- Linguistic correctness: 20%
- Design and creativity: Quality of the design and visual elements: 20%
- Presentation: clarity and effectiveness in the oral presentation: 20%
- Heteroevaluation from the students: Each group evaluates one of the others: 20% (Appendix 3)

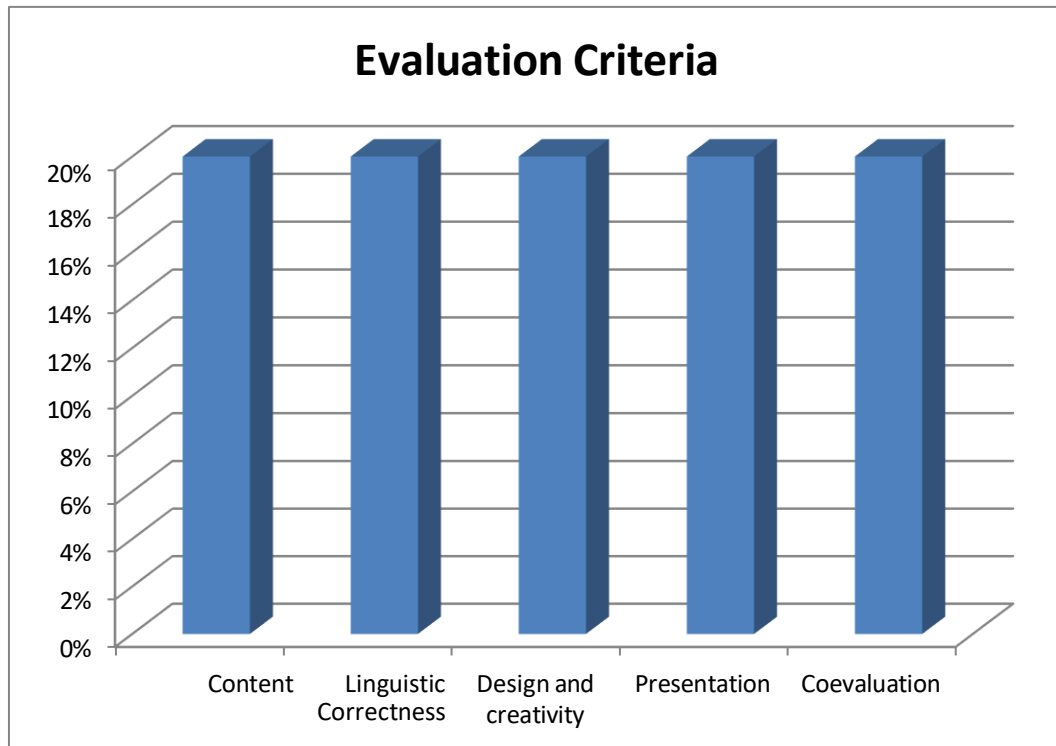


Fig. 1  
Source: own elaboration

#### 9. Resources and tools for diversity. (TAD)

- Reduced keyboards (reduced size with less range of motion), enlarged keyboards with larger and colored keys and enlarged keyboards with fewer keys than conventional keyboards but larger in size.
- Adapted hardware such as chin mice and joysticks, ball mice and push buttons or keyboard protectors.
- Headphones, size, sharpness and contrast of texts and images.
- Visual support in the presentation of the contents.

### 3.2 Development of sessions

| Stage: Compulsory Secondary Education   |  | Level/Year: Fourth                  |   | Timing: 6 sessions, 50 minutes each           |   |
|---|--|-------------------------------------|---|---|---|
| <b>Stage Objectives: A; B; D; E; F.</b>   |  |                                     |   |   |   |
| <b>Key Competences</b><br>Linguistic communication competence, Digital competence, Social competence and cultural expression competence.  |  |                                     | <b>Specific competences</b><br>Specific competence 3<br>Specific competence 4<br>Specific competence 5<br>Specific competence 6 |   |   |
| <b>Contents</b><br>A. Communication,<br>B. Plurilingüism<br>C. Interculturality   |  |                                     | <b>Evaluation criteria</b><br>//3.1//3.2//3.3/3.4//4.2//5.2//6.1//6.2//   |   |   |
| <b>Learning situations</b>  |  |                                     |   |   |   |
| Learning situations<br><ul style="list-style-type: none"> <li>- 1st learning situation→Sessions 1 and 2: Investigating the English Culture.</li> <li>- 2nd learning situation→Sessions 3, 4 and 5, Designing the digital poster</li> <li>- 3rd learning situation→Session 6, Presenting the digital poster</li> </ul> |  |                                     |   |   |   |
| <b>Session 1</b><br>Introduction and topic assignment   | <b>Session 2</b><br>Research and information gathering | <b>Session 3</b><br>Content writing | <b>Session 4</b><br>Poster designing (Part 1)   | <b>Session 5</b><br>Poster designing (part 2) | <b>Session 6</b><br>Presentation and evaluation |
| <b>Attention to diversity:</b><br>A group of immigrants whose level of English is lower than the rest of the class. They will be designed as group leaders in order to make sure that they are not together; each member of the group will have a specific and assigned task to ensure their participation.           |  |                                     |   |   |   |



| <b>Session 1</b>  |  |
|---|--|
| <p><b>Specific competences</b></p> <p>Specific competence 3</p> | <p>Achievement indicators</p> <p><b>3.4.1</b> Converses perfectly with his colleagues to get a first perspective of the final product.</p> <p><b>3.1.1</b> Planifies perfectly the final product</p> |
| <p><b>Contents</b></p> <p>Communication</p>                     | <p><b>Activities</b></p>   |
|   | <p>Introduction to the didactic unit</p>   |
|   | <p>Introductory video</p>  |
|   | <p>Assigning topics</p>  |
|   | <p>Instructions before starting the investigation</p>  |
|   | <p>Group discussion</p>  |

|   |   |                           |
|---|---|---------------------------|
| <u>Activity number 1 - session number 1</u>   |   |                           |
| <b>Title:</b> Introduction to the didactic unit   | <b>Timing:</b> 5 minutes  | <b>Type:</b> Introductory |
| <b>Classroom organization:</b> Students sit down individually at their own desks  | <b>Resources:</b> A projector for the presentation of the didactic unit |                           |
| <p><b>Input:</b> <i>(Students arrive at the classroom and they see a presentation, the teacher asks them to sit down)</i></p> <p>Good morning students! We are going to work with some cultural aspects of the English-speaking world. Well, as you can see in this presentation, learning the English culture is definitely important for the reason that it helps you to open your minds into new cultures, something that is essential especially for you to help your foreign classmates to get integrated into our society. Furthermore, the English culture (and the ones of other English-speaking countries as well) is interesting so, it would be a pity not to know anything about this one! That is why during the following weeks we are going to learn about the English culture differently, or in other words, YOU are going to learn in that you will have to create in groups digital posters like this one in the presentation. <i>(Shows the digital poster) (See Appendix)</i></p> <p>We will also need your emails from the Junta de Castilla y León; I hope you remember the password... Look for these data if you do not remember them, they are essential for the activity.</p> |   |                           |

|  |  |                           |
|--|--|---------------------------|
| <u>Activity number 2 - session number 1</u>  |  |                           |
| <b>Title:</b> Introductory video   | <b>Timing:</b> 5 minutes                         | <b>Type:</b> Introductory |
| <b>Classroom organization:</b> Students sit at their own desks   | <b>Resources:</b> The projector to see the video |                           |
| <p><b>Input:</b> But before we start, let's watch a brief video about some facts of the History of the United Kingdom. Shall we? During the video, I will ask you some questions about some words that are mentioned or some elements of the British culture that appear in the video. Let's start! <i>(Puts on the video and asks some questions about some vocabulary or elements that appear in the video)</i></p> <p><a href="https://www.youtube.com/watch?v=9BgDaXwqPwM&amp;pp=ygUbZmFjdHMgYWJvdXQgZW5nbGlzaCBoaXN0b3J5">https://www.youtube.com/watch?v=9BgDaXwqPwM&amp;pp=ygUbZmFjdHMgYWJvdXQgZW5nbGlzaCBoaXN0b3J5</a></p> |  |                           |

|  |   |                            |
|--|---|----------------------------|
| <u>Activity number 3 - session number 1</u>  |   |                            |
| <b>Title:</b> Assigning topics   | <b>Timing:</b> 15 minutes   | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students sit down individually at their own seats   | <b>Resources:</b> Pieces of paper to sort out the groups and the topics for each one. One bag to choose the members of the group and the other one to choose the topic. |                            |
| <p><b>Input:</b> Now that we have seen the video, I hope that you have extracted some interesting information from it that you didn't know. Now, let's continue with the final product. You will have to do it in groups of 4 people each one. You will be able to form the groups by yourselves but not in the way you are expecting. We are going to do it in the following way, I am going to choose five group leaders and each of them is going to draw four ballots at random with the names of their colleagues and one ballot with the title of the topic on which each group will elaborate the final task.. The options you will have are these ones: History, festivities, gastronomy, famous people and cinema. <i>(Shows them in the presentation)</i>. So, Alba please, come here and take out of this bag a piece of paper with a name and from this bag another one with a topic. <i>(Alba comes and does so, as well as the rest of the people that the teacher has chosen)</i></p> |   |                            |

|  |   |                            |
|--|---|----------------------------|
| <u>Activity number 4</u> - <u>session number 1</u>   |   |                            |
| <b>Title:</b> Instructions before starting the investigation   | <b>Timing:</b> 15 minutes   | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students will position themselves in their respective working groups.   | <b>Resources:</b> A guide for the investigation (Appendix number 2) which contains different questions. |                            |
| <b>Input:</b> Now, before we start with the investigation, let me give you a sheet with some key questions that you may follow as a way to help you for the investigation for the final product. ( <i>Gives a sheet</i> ). Let's read them together. Alba's group has the topic of Cinema I think. Do you want to read the questions please? ( <i>The group reads the questions and the teacher explains them briefly one by one</i> ). Fine, now that you understand the guide, I will tell you the objectives that you will have to reach. First of all, I want every group to do a digital posters about the assigned topic. Each poster will need to have at least three pictures and four pieces of text. This information is useful now, but you will be guided in the creation of your final products, don't worry. |   |                            |

|  |  |                      |
|--|--|----------------------|
| <u>Activity number 5</u> - <u>session number 1</u>   |  |                      |
| <b>Title:</b> Group discussion   | <b>Timing:</b> 10 minutes  | <b>Type:</b> Wrap-up |
| <b>Classroom organization:</b> Students will have to position themselves in their respective groups.   | <b>Resources:</b> Mobile phones (optional). Tablets will be available. |                      |
| <b>Input:</b> Fine. Now that you have the necessary information, you can start to discuss within your respective groups how you will investigate about the topic and the resources that you will use. You will have ten minutes for that, until the end of the class. Today you can use your mobile phones but tomorrow we will go to the computer lab. With nothing else to say, off you go!<br>( <i>Students start to discuss in groups about the final project, and the teacher observes them to make sure that everything is going well. Meanwhile, the teacher moves around the class and asks to the groups about how they will investigate in order to make their final products, giving them some advice if needed</i> ) |  |                      |

| <b>Session 2</b>  |  |
|---|--|
| <p style="text-align: center;"><b>Specific competences</b></p> <p>Specific competence 3<br/>Specific competence 4</p> | <p style="text-align: center;"><b>Achievement indicators</b></p> <p><b>3.2.1</b> Discusses perfectly with his classmates to select the relevant facts for the poster.</p> <p><b>4.3.1</b> Shares perfectly the information found</p> |
| <p style="text-align: center;"><b>Contents</b></p> <p>Communication<br/>Plurilinguism</p>                             | <p style="text-align: center;"><b>Activities</b></p>   |
|   | <p>Searching for information</p>   |
|   | <p>Sharing the information found</p>   |
|   | <p>Group discussion</p>  |

|   |   |                            |
|---|---|----------------------------|
| <u>Activity number 1 - session number 2</u>   |   |                            |
| <b>Title:</b> Searching for information   | <b>Timing:</b> 25 minutes                             | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students will have to position themselves in groups of four in the computer lab  | <b>Resources:</b> The computers from the computer lab |                            |
| <p><b>Input:</b> Good morning students! I hope you are doing fine! Well, today you are going to continue to look for information for your digital posters in the computers from this room. Here you are some reliable resources that you can use! (<i>Shows them in the presentation</i>) You can use digital resources such as <a href="https://www.bbc.co.uk/learningenglish/">https://www.bbc.co.uk/learningenglish/</a>, <a href="https://culturainglesaparatodos.wordpress.com/">https://culturainglesaparatodos.wordpress.com/</a>, <a href="https://www.youtube.com/learnenglishwithtvseries">https://www.youtube.com/learnenglishwithtvseries</a>, or <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a>. You can start your research. REMEMBER THE GUIDE THAT I HAVE PROVIDED YOU YESTERDAY. (<i>Students do some research and the teacher moves around the class, as in the previous session to make sure that they are working or to answer some potential questions that may emerge from the students</i>)</p> |   |                            |

|  |   |                            |
|--|---|----------------------------|
| <u>Activity number 2 - session number 2</u>  |   |                            |
| <b>Title:</b> Sharing the information found  | <b>Timing:</b> 10 minutes                             | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students are still positioned themselves in the classroom   | <b>Resources:</b> A Google docs for the entire class. |                            |
| <b>Input:</b> Guys, please! ( <i>Students shut up!</i> ) Some of you have already done it but now I want you to save the information that you have found in a google doc that will be seen by the rest of the class. This is why I asked you for your e-mails beforewards. |   |                            |

|   |   |                      |
|---|---|----------------------|
| <u>Activity number 3 - session number 2</u>   |   |                      |
| <b>Title:</b> Group discussion  | <b>Timing:</b> 15 minutes                             | <b>Type:</b> Wrap-up |
| <b>Classroom organization:</b> Students position themselves in groups of four   | <b>Resources:</b> The computers from the computer lab |                      |
| <b>Input:</b> Now that we have the information that we need for the digital posters, I want you to use the last 15 minutes of this class to organize the information that you have found and to select the relevant facts that will appear in your final products. I will be available in case you have any questions ( <i>Students start to work within their respective groups and the teacher moves around to make sure that they discuss, that they adapt themselves to the possible diversity in their groups and to answer potential questions</i> ). Before you leave, I want to tell you that next day you will start to write the texts that will appear in your digital posters. See you! |   |                      |

| <b>Session 3</b>  |  |
|---|--|
| <p style="text-align: center;"><b>Specific competences</b></p> <p>Specific competence 3<br/>Specific competence 5<br/>Specific competence 6</p> | <p style="text-align: center;"><b>Achievement indicators</b></p> <p><b>3.1.2</b> Produces perfectly a text that will appear in the final product<br/><b>3.2.2</b> Debates perfectly with its classmates in order to detect writing mistakes</p> <p><b>5.3.1</b> Detects perfectly the learning issues of his Latin-American classmate</p> <p><b>6.1.1</b> Intervenes in a sympathetic way when his Latin-American classmate makes a mistake in English</p> |
| <p style="text-align: center;"><b>Contents</b></p> <p>Communication<br/>Plurilinguism<br/>Interculturality</p>                                  | <p style="text-align: center;"><b>Activities</b></p> <hr/> <p>Collaborative writing</p> <hr/> <p>Correcting and revising</p> <hr/> <p>Final adjustments</p>  |



|  |  |                           |
|--|--|---------------------------|
| <u>Activity number 1 - session number 3</u>  |  |                           |
| <b>Title:</b> Collaborative writing  | <b>Timing:</b> 20 minutes                              | <b>Type:</b> Introduction |
| <b>Classroom organization:</b> Students will have to position themselves in their respective groups  | <b>Resources:</b> The computers from the computer lab. |                           |
| <b>Input:</b> Good morning guys! I hope that you are all doing well! In case you don't remember, yesterday I have told you that today you were going to start writing your texts that would appear in your digital posters. Let me show you some examples! (Appendix 3) <i>(The teacher shows some examples in a presentation)</i> . You will have 15 minutes more or less to write them on the google docs that I have opened for the class yesterday, if you remember. Off you go! <i>(Students start writing their texts and the teacher moves around the class to make sure that they work and to answer some potential questions)</i> |  |                           |

|  |  |                            |
|--|--|----------------------------|
| <u>Activity number 2 - session number 3</u>  |  |                            |
| <b>Title:</b> Correcting and revising  | <b>Timing:</b> 15 minutes                          | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students will have to position themselves in their respective groups.   | <b>Resources:</b> Computers from the computer lab. |                            |
| <b>Input:</b> Your attention please! Now that you have written your texts, you will have to correct those between themselves. For example, Pablo's group will have to correct the text from Omnia's group <i>(The teacher continues to assign the texts to the groups that will correct them)</i> . I want you to observe the spelling mistakes, the vocabulary variety and the clarity and coherence of this one. You will have 5 minutes to do that. <i>(Students start to correct the texts and the teacher moves around the class to make sure that they work and to answer possible questions)</i> . Now that you have all finished, let's have a look at your corrections. Alba's group, can you tell me the mistakes that you have found? <i>(The group gives the asked information)</i> . You are right Alba; however, let me add something to your correction. There is a spelling mistake that you have missed. Look! <i>(He shows the mistake to the whole class)</i> . Now, what about the rest of the groups? <i>(The same situation is repeated and the teacher gives some assessment after each group notifies the mistakes they have found.)</i> |  |                            |

|  |   |                      |
|--|---|----------------------|
| <b>Activity number 3 - session number 3</b>  |   |                      |
| <b>Title:</b> Final Adjustments  | <b>Timing:</b> 15 minutes                             | <b>Type:</b> Wrap-up |
| <b>Classroom organization:</b> Students have to position themselves within their respective groups   | <b>Resources:</b> The computers from the computer lab |                      |
| <p><b>Input:</b> Ok, so now that you have your texts corrected, I want you to incorporate these corrections into your respective texts. You will have 10 minute for that. I would recommend you, as well, to see if some additional information in these texts may be added. <i>(Students do it and the teacher moves around the class to make sure that every group does their activity correctly and to answer possible questions that may emerge)</i> Listen guys! Before you leave, tomorrow you will start to design your digital posters. You will see, it will be easier and funnier than you think! Goodbye!</p> |   |                      |

| <b>Session 4</b>  |   |
|---|---|
| <p><b>Specific competences</b></p> <p>Specific competence 3<br/>Specific competence 4</p> | <p><b>Achievement indicators</b></p> <p><b>3.1.3</b> Collaborates perfectly with its classmates</p> <p><b>3.4.1</b> Understands how to use new technologies in order to design a digital poster</p> <p><b>4.1.1</b> Respects perfectly the diversity in his working group</p> <p><b>4.3.2</b> Uses perfectly the English language to communicate with his immigrant peers</p> |
| <p><b>Contents</b></p> <p>Communication<br/>Plurilinguism<br/>Interculturality</p>        | <p><b>Activities</b></p>  |
|   | <p>Introduction to design tools</p>   |
|   | <p>Group discussion</p>   |
|   | <p>Creating the digital posters</p>   |

|  |  |                           |
|--|--|---------------------------|
| <u>Activity number 1 - session number 4</u>  |  |                           |
| <b>Title:</b> Introduction to design tools   | <b>Timing:</b> 15 minutes  | <b>Type:</b> Introduction |
| <b>Classroom organization:</b> Students will position themselves in their respective groups  | <b>Resources:</b> A projector and the computers from the computer lab. |                           |
| <p><b>Input:</b> Hello Guys! Please sit down as we are going to start. Today we have a lot to do! As I told you yesterday, in this class you are going to start designing your digital posters. But before we start, let me show you how to use some digital resources that may be useful for that. First of all, you have a lot of programs, such as Canva, AdobeSpark, Google slides, Gimp, Inkscape, Krita, Blender, Pixlr, Vectr, Design Wizard... I want to show you how to use Canva. After you have registered yourselves with your e-mails, please have a look at the projector. <i>(They register in Canva)</i> Click on the button “Create a new design” and then on the button “graphic”. As you can see, you are able to choose some templates. You can see some other options such as “drawing” or “elements”. As you can see, it is a very easy program to use. However, you can use the other ones that I have told you, or even other free ones that you may know!</p> |  |                           |

|  |   |                           |
|--|---|---------------------------|
| <u>Activity number 2 - session number 4</u>  |   |                           |
| <b>Title:</b> Group discussion   | <b>Timing:</b> 5 minutes                          | <b>Type:</b> Introduction |
| <b>Classroom organization:</b> Students position themselves in their respective working groups   | <b>Resources:</b> Computers from the computer lab |                           |
| <p><b>Input:</b> Before we start there is something important that you need to do. I want you to tell me the roles of each member of the groups. There should be in every group a graphic designer, a spokesperson, a text editor, and someone who looks for images. I want you to take 2-3 minutes to discuss this. <i>(They do so)</i></p> |   |                           |

|   |  |                            |
|---|--|----------------------------|
| <u>Activity</u> number 3 - <u>session</u> number 4  |  |                            |
| <b>Title:</b> Creating the digital posters  | <b>Timing:</b> 30 minutes                          | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students position themselves in their respective working groups  | <b>Resources:</b> Computers from the computer lab. |                            |
| <p><b>Input:</b> Guys listen! Now that you have assigned the roles in each group, you can finally start with you digital posters. Remember that you need to integrate the texts that you have written in the last session. The images you look for and include in your poster must be adapted to the texts. Off you go! (<i>Students start to work and the teacher moves around to make sure that everyone works and to answer potential questions that may emerge</i>). (<i>At the end of the activity</i>)</p> <p>Time's up! Today's class is finished. Don't worry; tomorrow you will have plenty of time to finish your digital posters before you present it to the rest of the class. But now, see you!</p> |  |                            |

| <b>Session 5</b>  |  |
|---|--|
| <p><b>Specific competences</b></p> <p>Specific competence 3<br/>Specific competence 6</p> | <p><b>Achievement indicators</b></p> <p><b>3.4.2</b> Realizes in a guided way projects with the use of new technologies</p> <p><b>6.1.2</b> Evaluates critically the texts of his/her classmates with attention to the diversity</p> |
| <p><b>Contents</b></p> <p>Communication<br/>Plurilinguism<br/>Interculturality</p>        | <p><b>Activities</b></p>   |
|   | <p>Going on with the design</p>  |
|   | <p>Preparing the presentations.</p>  |

|   |   |                            |
|---|---|----------------------------|
| <u>Activity number 1 - session number 5</u>   |   |                            |
| <b>Title:</b> Going on with the design  | <b>Timing:</b> 35 minutes                         | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students will position themselves in their respective working groups   | <b>Resources:</b> Computers from the computer lab |                            |
| <b>Input:</b> Hello guys! Please, hurry up and sit down, you have to finish your digital posters today. There is nothing else to say. Just remember that you need to integrate the texts that you have written a few sessions ago. Now you can start! ( <i>Students finish their respective digital posters and the teacher moves around the class to make sure that everyone works, to see the creative juices of the students and to answer potential question that may emerge.</i> ) |   |                            |

|   |  |                            |
|---|--|----------------------------|
| <u>Activity number 2 - session number 5</u>   |  |                            |
| <b>Title:</b> preparing the presentations   | <b>Timing:</b> 15 minutes                          | <b>Type:</b> Reinforcement |
| <b>Classroom organization:</b> Students position themselves in their respective groups  | <b>Resources:</b> Computers from the computer lab. |                            |
| <b>Input:</b> Now that you have finished your digital posters, I want you to prepare your presentations. They will need to have the following structure. <ul style="list-style-type: none"> <li>- Introduction</li> <li>- cultural feature of the poster</li> <li>- The process of the realization of the poster</li> <li>- The roles of each members of the group</li> <li>- The digital poster</li> </ul> Remember that tomorrow each group will have 5 minutes for their presentations. You can start. |  |                            |

| <b>Session 6</b>  |   |
|---|---|
| <p style="text-align: center;"><b>Specific competences</b></p> <p>Specific competence 3<br/>           Specific competence 4<br/>           Specific competence 5</p> | <p style="text-align: center;"><b>Achievement indicators</b></p> <p><b>3.2.2</b> Communicates perfectly in English in order to present his/her final product</p> <p><b>4.1.2</b> Adapts his/her presentation to the diversity of the class</p> <p><b>5.2.1</b> uses correctly digital supports in order to present his/her digital poster</p> |
| <p style="text-align: center;"><b>Contents</b></p> <p>Communication<br/>           Plurilinguism<br/>           Interculturality</p>                                  | <p style="text-align: center;"><b>Activities</b></p>  |
|   | <p>Presentation of the posters and heteroevaluation</p>   |
|   | <p>Final reflection</p>   |



|  |   |                         |
|--|---|-------------------------|
| Activity number 1 - session number 6   |   |                         |
| <b>Title:</b> Presentation of the final products   | <b>Timing:</b> 35 minutes   | <b>Type:</b> Final Task |
| <b>Classroom organization:</b> In the normal classroom, students position themselves in their respective desks.  | <b>Resources:</b> A projector for their presentations. A bag with pieces of paper to sort out who will present the final product first. A rubric for the evaluation (Appendix 3). |                         |
| <b>Input:</b> Good morning guys! Today is the day! You will have to present your final products! We will sort out the order of the presentations. Each group will have 5-6 minutes for their presentation. After each one, I will provide you a rubric (appendix 3) that you will use to coevaluate the task and your mates. Ok?... so let's start! <i>(Each group do their presentations after having sorted out the order of presentation)</i> |   |                         |

|   |   |                      |
|---|---|----------------------|
| <u>Activity number 2</u> - <u>session number 6</u>  |   |                      |
| <b>Title:</b> Finalreflection   | <b>Timing:</b> 15 minutes   | <b>Type:</b> Wrap-up |
| <b>Classroom organization:</b> Students position themselves individually in their respective desks  | <b>Resources:</b> A sheet of paper in which they will write their reflections |                      |
| <p><b>Input:</b> Interesting final products! Now, as we have 15 minutes left, I want you to reflect on this activity to learn English culture through technologies. What do you think? I want you to write a reflection of 75 words more or less in which you tell me your first impression, the things that you have learned during these sessions and finally if you would repeat it or not in the future. You will have 10 minutes for that (<i>They start writing their reflections</i>) Now that you have given these ones to me, tell me Adrián, what is your opinion about this creative way of learning the English culture? (<i>Adrian gives his opinion</i>) And you, Mario? (<i>Mario gives his opinion</i>) Ok nice, tomorrow we will continue with new contents of the subject. Goodbye!</p> |   |                      |

#### 4. CONCLUSION

Education seems to have lost some of the "social elevator" character it has traditionally had; in this context, continuous educational innovation emerges not only as a basic indicator of the quality of education, but also as a necessity. In addition, the omnipresence of new technologies in all environments makes their introduction in schools essential and poses new challenges in the methodological, organizational and teacher training areas; the only way to face these challenges is the constant collaboration and feedback between researchers and teachers. Educational innovation must also integrate traditional resources and methodologies that soften the deficiencies that new technologies bring with them.

The attached didactic unit combines new technologies with classic resources. It aims to be motivating for students by proposing the development of a traditional final task, which is a poster, using computer resources and applying Collaborative Learning and Project Based Learning techniques. In addition, it involves students in the evaluation of the process and the Final Task, and always without losing sight of the fact that the final objective can never be the simple manipulation of electronic device.

Thus, the integration of ICTs in education represents a significant opportunity to improve teaching and learning, prepare students for the future and reduce equity gaps. However, to achieve these objectives, a concerted commitment of all educational stakeholders, continuous teacher training and critical reflection on pedagogical practices are necessary. With an inclusive and ethical approach, ICT can be a powerful tool for transforming education and preparing students for the challenges of the 21st century.

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## 6. APPENDIX

### Appendix 1

Questions to guide the student in his/her investigation

#### *History*

1. Origin and development
  - When and how has this country been founded
  - What are the most important events that have shaped this country?
2. Famous people from history
  - Who are the most influential people of this country
  - What did they do to be remembered?
3. Conflicts and solutions
  - Which important conflicts (wars, revolutions) took part in this country?
  - How did they finish and what has been the impact they had on the history of the country?
4. Political evolutions
  - How the political system of this country has evolved through history?
  - Which are the main changes in the 21<sup>st</sup> century?

#### *Celebrations*

1. National celebrations
  - What are the principal celebrations of the country?
  - What is the origin of these festivities?
2. Cultural celebrations
  - Which specific celebrations reflect the unique culture of the country?
  - How do we celebrate these festivities? (meals, traditions, events)
3. Comparisons
  - What are the differences between these celebrations and the ones of your country?
  - What similarities with other international festivities do you find?

#### *Gastronomy*

1. Typical dishes
  - What are the most representative dishes of the gastronomy of this country?
  - What are the main ingredients used for those dishes?
2. Culinary traditions
  - Which culinary traditions are unique in this country?
  - How are the typical dishes prepared and served?
3. External Influences
  - Which external influences (other cultures) can be noticed in the gastronomy of this country?
  - How had this cultures influenced on the local gastronomy?

### ***Famous people***

1. Artists and celebrities
  - Who are the most popular artists and celebrities from this country nowadays?
  - Which achievements have they reached in their respective areas (music, cinema, sports, etc)
2. International impact
  - How had these celebrities been relevant for the culture of the country?
  - Which international recognition have they received?

### ***Music***

1. Styles of music
  - Which styles are the most popular ones in this country?
  - What are the characteristics of these musical styles?
2. Relevant artists
  - Who are some of the most famous musicians of this country?
  - Which songs or albums that they have composed are the most famous ones?
3. Musical events
  - Which festivals or relevant musical events are celebrated in this country?
  - What is the impact that these events have on the local culture?

### ***Cinema***

1. History of cinema
  - How has the cinema industry evolved in this country?
  - Which films have been especially influent?
2. Directors and actors
  - Who are the most famous directors and actors of this country?
  - Which films from their careers are important?
3. Cinema and culture
  - How cinema does reflects the culture and the society of the country?
  - What are the recurrent topics of the films from this country?

## Appendix 2

Rubric to evaluate the students for the teacher

| <b>Criteria</b>                  | <b>Excellent</b>  | <b>Good</b>   | <b>Acceptable</b>  | <b>Needs improvement</b>   |
|----------------------------------|---|---|--|--|
| <b>Content</b>                   | Complete and accurate information. Demonstrates an understanding of the subject matter              | Mostly complete information. Adequate understanding of the subject                      | Basic information with some inaccuracies. Superficial understanding of the subject         | Incorrect or incomplete information. Poor understanding of the topic                     |
| <b>Clarity and coherence</b>     | Clear and coherent presentation. Clear and easy to follow ideas                                     | Mostly clear and coherent presentation. Some ideas could be better organized            | Partly disorganized presentation with some ideas that are difficult to follow.             | Confusing and disorganized presentation. Difficult to understand ideas                   |
| <b>Design</b>                    | Attractive and visually pleasing design. Excellent use of images and graphics                       | Attractive and visually pleasing design. Good use of images and graphics                | Acceptable design but could be improved. Limited use of images and graphics                | Poor design and visually unappealing. Poor use of images and graphics                    |
| <b>Use of technologies</b>       | Excellent use of digital design tools. The final product shows a high level of technological skill. | Good use of digital design tools. The final product shows adequate technological skills | Basic use of digital design tools. Final product shows limited technological skills        | Misuse of digital design tools. The final product does not show any technological skills |
| <b>Creativity and innovation</b> | Very creative and innovative. Ideas presented in an original and unique way.                        | Creative and innovative in some aspects. Ideas presented in an interesting way          | Not very creative and innovative in some aspects. Some ideas are repetitive and unoriginal | Not creative or innovative. Ideas presented in a repetitive and unoriginal way.          |
| <b>Oral Presentation</b>         | Clear, structured and convincing oral presentation. Excellent time management                       | Clear and structured oral presentation. Good time management                            | Acceptable oral presentation but with some areas for improvement. Adequate time management | Poor oral presentation, poorly structured and unconvincing. Poor time management         |

|                  |   |  |   |  |
|------------------|---|--|---|--|
| <b>Team work</b> | Excellent collaboration and task distribution. All members work equally | Good collaboration and distribution of tasks. Most of the members work in an equitable manner. | Collaboration and distribution of tasks acceptable but some members contribute more than others | Poor collaboration and distribution of tasks. Few members contribute significantly |
|------------------|---|--|---|--|

### Appendix 3

Rubric for the students to heteroevaluate.

|   |        |           |             |
|---|--------|-----------|-------------|
| Name _____  |        |           |             |
| Aspects   | Levels |           |             |
|   | Always | Sometimes | Hardly ever |
| Participates in the team's decision making              |        |           |             |
| Fulfills assigned tasks                                 |        |           |             |
| Participates in all activities carried out by the team. |        |           |             |
| Supports colleagues in need                             |        |           |             |
| Collaborates in the presentation of the final product   |        |           |             |

## Appendix 4

Example of a digital poster

