Universidad de Valladolid

Facultad de Educación y Trabajo Social

Departamento de Didáctica de la Lengua y la Literatura

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

TRABAJO DE FIN DE MÁSTER

Interculturalism and the Application of Universal Design for Learning in the ESL Classroom.
A Lesson Proposal.

Autor: Sheila del Pozo Miguez

Tutor: Raquel Yuste Primo

Valladolid

2024

Contents

Universidad de Valladolid
Sheila del Pozo Miguez

RESUMEN

En un mundo cada vez más globalizado, la diversidad cultural es una realidad innegable dentro de las sociedades. En consecuencia, las escuelas secundarias se han convertido en espacios de convivencia intercultural, lo que hace que sea una verdadera necesidad para todos los profesionales del sistema educativo abordar dicha diversidad. El presente trabajo se centrará en las asignaturas de lenguas extranjeras (LE) y en la necesidad de que los docentes adapten sus prácticas para integrar contenidos curriculares y transversales, fomentar valores como la inclusión y el respeto mientras se logra desarrollar las competencias comunicativas y la conciencia intercultural. Para ello, será clave aplicar los principios del Diseño Universal para el Aprendizaje (DUA) a través de las metodologías de enseñanza.

PALABRAS CLAVE

diversidad cultural, interculturalidad, Educación Secundaria, Lengua Extranjera, Diseño Universal para el Aprendizaje

ABSTRACT

In an increasingly globalized world, cultural diversity is an undeniable reality within societies. It is consequently a fact that high schools have become a space for intercultural coexistence, and it is then a real necessity for all professionals in the education system to address such diversity. This paper will focus on the role of FL subjects and the need for teachers to adapt their practices to integrate both curricular and cross-curricular contents, i.e. fostering values such as inclusion and respect while at the same time achieving the goal of developing communicative competences and intercultural awareness. To do so, applying Universal Design for Learning (UDL) principles through the teaching methodologies will be key.

KEY WORDS

cultural diversity, interculturality, Secondary Education, Foreign Language, Universal Design for Learning

Universidad de Valladolid
Sheila del Pozo Miguez

INTRODUCTION

In the current context of a globalized and diverse society, attention to diversity has become a fundamental issue in schools in general, and in the secondary education stage in particular. The increasing interconnection between cultures, caused among other factors by migration and technological advances, has led to more and more heterogeneous classrooms, where students with different cultural, linguistic, and socioeconomic backgrounds coexist. This enriching diversity, while presenting challenges, also provides opportunities for learning and personal growth.

It is essential for secondary education to address diversity in an inclusive and equitable manner, ensuring that all students have the opportunity to develop intercultural competencies and skills for coexistence in an increasingly plural and globalized world. By promoting an educational environment that supports diversity and fosters intercultural exchange, young people are prepared to interact effectively in a diverse and multicultural society, thus contributing to the construction of a more inclusive and respectful future.

In this sense, foreign language teaching plays a crucial role in promoting interculturality and understanding between cultures. Teachers face the challenge of adapting their pedagogical methodologies to meet the individual needs of each student, while recognizing and valuing the diversity present in the classroom. The integration of intercultural characteristics among students and intercultural content in the foreign language curriculum not only expands students' cultural knowledge but also fosters empathy, mutual respect, and openness to diversity, also known as the cross-curricular contents.

Here, the application of the principles of Universal Design for Learning (UDL), which focus on providing multiple means of representation, action and expression, and engagement, becomes a key tool. It is then paramount for teachers to look for methodologies that allow the integration of those principles to meet the individual needs of all students, regardless of their differences. Communicative Language Teaching, Collaborative Learning and Task-based Language Teaching may represent some examples of such methodologies, as their characteristics meet the different aspects included in UDL principles.

Universidad de Valladolid
Sheila del Pozo Miguez

A. THEORETICAL BACKGROUND

1. Diversity in Secondary Education

For several decades now, we have been aware that globalization is an increasingly evident reality. Improvements in transportation, as well as industrial and technological advances, have favored the movement of masses from one corner of the planet to the other and the search for a higher quality of life when settling in a certain place. This transfer of people and cultures is making societies more and more heterogeneous, and, in this metamorphosis of the world, the term diversity resonates in an increasingly "ubiquitous" way (Lumby and Morrison, 2010, p.1).

To understand this concept of diversity, these two authors provide an interesting definition: diversity means "cultural distance", that is, a measurement instrument with respect to the degree to which the characteristics of one or more individuals are considered "distant" from those normally possessed by the dominant group (Iles and Kaur Hayers 1997, p. 107, as cited in Lumby and Morrison, 2010, p.4). Whereas it is true that culture is a form of diversity, several types must be considered to properly understand this concept.

1.1. Types of diversity in classrooms

Within the concept of diversity in the educational context, several types can be distinguished. Among the many existing classifications, the one proposed in 2022 by Universidad Internacional de La Rioja, also known as UNIR, was divided in a simplified way into five types: gender, sexual identity, capabilities, socio-economic backgrounds and culture. Within the same classroom, more than one type of diversity is likely to coexist, so the requirement to meet the needs of all students will be of greater significance. After all, the class is a small society, a reflection of the one formed by all individuals on a large scale. As Alba Pastor et al. state, there is indeed a "diversity of diversities", which means there is a diversity in the way each student learns regardless of their labels (2014, p. 3).

First, all beings are biologically destined to be part of several diversities. There is diversity of gender and sexual identity. In both cases, people should enjoy the right to the so-called "freedom of sexual identity," which has expanded the range of diversity and is no longer limited to only two genders or sexualities. In Spain, this right is officially included in Ley Orgánica 10/2022 (Jefatura de Estado, 2022) on the comprehensive guarantee of sexual identity.

Universidad de Valladolid
Sheila del Pozo Miguez

Furthermore, it is worth mentioning what UNIR (2022) names diversity of capabilities, both physical and intellectual, also known as functional diversity. All people are born with certain abilities, but they are not always in line with the resources and contexts in which they operate. Therefore, as its name indicates, functional diversity mainly encompasses people who cannot function in the same way as the majority, either due to their physical and/or cognitive conditions (Romanach and Lobato, s.f.). As argued by Villa Toro (2015), it is not about fewer abilities but a diversity of ways of functioning without diminishing one's capacity.

Moreover, within the diversity of "capabilities", although not exactly an example of functional diversity, psychologist Howard Gardner (1983) coined and included the so-called "multiple intelligences". He divided the intelligences into eight categories: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal. All individuals are born with these intelligences, but only one or some are imposed on the others from birth, so it can be said we are diverse in this sense as well. However, it is possible to develop all intelligences in life, and especially during the educational stage. In this way, it is understood that people will be better prepared to face different situations in the world around them (Gardner, 1983).

Finally, regarding social aspects, two types of diversity could be pointed out: socioeconomic and cultural. On a large scale, whereas it is easy to distinguish areas with favorable or unfavorable socioeconomic conditions, different levels can coexist within the same geographical area. These will undoubtedly affect in both the short and long term the cognitive and emotional development of individuals and, therefore, their school experience and academic performance (UNESCO, 2020). Furthermore, a socioeconomic level below the average is a potential cause of exclusion. On the other hand, as we have already said, the movement of people from various countries and their establishment in a place different from their origin has for decades caused an increase in the diversity of cultures in the same space. Thus, it is more than common today to find students from a variety of cultural backgrounds living in the same classroom, and sometimes this cultural distance is too wide to guarantee the appropriate learning for all of them (Lumby and Morrison, 2010).

Having discussed the different types of diversity, it is unmistakable that, within the educational framework, more than one kind might coexist. In the Secondary Education context in particular, this coexistence could not be easy: in addition to their "visible" differences, students experiment many changes, both physical and psychological, which obviously affect their everyday scenarios and, hence, their feelings of not belonging might be enhanced.

Universidad de Valladolid
Sheila del Pozo Miguez

Therefore, the need to pay proper attention to diversity is a reality, since it is school that will make a crucial contribution to the development of people and, consequently, "social cohesion and peaceful coexistence" (UNESCO, 2006).

1.2. Attention to diversity in Secondary Education classrooms and its impact on Sustainable Development Goals

The growing heterogeneity of classrooms continues to represent one of the greatest challenges facing the educational community and, therefore, the need to take responsibilities (del Río et al., 2014; Alonso et al., 2016). Education in general and secondary education in particular is a direct factor in the development of future adults and the construction of their place in society (Llorent et al., 2021), so it must accommodate the characteristics and needs of all students so that no one is left behind in terms of the level of learning (Silva Salinas, 2003; Alba Pastor, 2018). Thus, the task for educational professionals to recognize differences and know how to manage them, although it could be taken as positive and enriching, is naturally arduous, since it requires the greatest sensitivity and social commitment (Alonso et al., 2016).

Diversity is a truly global situation; however, at the classroom level, contexts can be enormously varied and variable, and therefore it is vitally important that each teacher reorients their pedagogical practice based on the needs. specific to their own classroom or group (Carrasco and Pascual, 2022). Nevertheless, as Silva Salinas (2003) points out, collaboration between professionals and external agents such as educational inspection, governments or families is necessary to ensure a good process of attention to diversity in centers. In short, it is a global responsibility that today is still not fully assumed or, at least, not in a generalized way. Despite this, it is usual that theoretical guidelines at a global level, frequently developed by professionals who do not have real contact with the classrooms, differ greatly from what is really necessary in the particular situation of each group, so this interconnection between educational organizations and professionals is not always harmonious (Carrasco and Pascual, 2022). In other words, each of the teachers has the individual (and collective) responsibility to achieve adequate attention to diversity of their own students.

All in all, attention to diversity in high schools is of paramount importance worldwide. As a matter of fact, it is an issue with a great impact on and by United Nation's 2030 Agenda and several of its Sustainable Development Goals (SDGs) (United Nations, 2015). Particularly, goal number 4 focuses on ensuring inclusive, equitable, and quality education, promoting lifelong learning opportunities for all. This, in addition, directly aligns with SDG number 10,

Universidad de Valladolid
Sheila del Pozo Miguez

which aims to reduce inequalities within and among countries. Therefore, SDGs also defend the essential need for educational institutions to work towards reducing inequalities and ensuring that all students, regardless of their socioeconomic background, gender, or ability, have access to quality education. By addressing cultural diversity and the specific needs of each student, promoting inclusion and mutual respect, schools not only improve educational equity but also contribute to a more just and cohesive society where differences are valued and respected.

In this context, every type of diversity has indeed some significance within education and has its influence on the teaching-learning process in any subject. Nevertheless, the focus shall be put on cultural diversity and the Foreign Language (FL) classroom from now on throughout this paper. The discipline itself certainly opens the intercultural range of a group, as knowledge of both a different language and culture than one's own will be expanded. Hence, interculturality is a crucial matter in the FL classroom and a tremendous opportunity to work on attention to other existing cultural diversities.

2. Interculturality in the FL classroom

2.1. Definition of interculturality and current situation in the classrooms

Interculturality makes reference to the interaction among various cultural groups and the "possibility of generating shared cultural expressions through dialogue and mutual respect" (UNESCO, 2006). However, in today's world cultures are in constant evolution and not all of them have the same power within a society, be it in terms of politics or economy, so these minority cultures are at risk of exclusion and impoverishment. In fact, as UNESCO (2006) remarked, cultural discord is often related to economic and political issues rather than cultural ideals themselves.

Furthermore, the diversity of students' origins represents an added challenge in education, since they are frequently students with late integration into the Spanish educational system (Silva Salinas, 2007). Moreover, the number of foreign students in Spain is constantly increasing: during 2011/2012 academic year, the figures at the national level were established at 781.236 non-Spanish students. According to the latest data, during 2021/2022 academic year, the number of immigrant students rose to 882.814, that is, more than 100.000 in ten years (Ministerio de Educación, Formación Profesional y Deportes, 2023). The figures are certainly remarkable, as they represent 10% of the total students in our country.

Universidad de Valladolid
Sheila del Pozo Miguez

Regarding secondary education, the percentage of foreign students is 9.8% and 6.7% in the case of Baccalaureate. In addition, it is worth noting that the schooling rate in Secondary Education among immigrants is beyond 100%, firstly because this stage is still compulsory, but also due to these facts: on the one hand, this group show worse academic achievement, which result in more retaking students; on the other hand, late integration into the national educational system results in older students taking lower years of secondary education, Baccalaureate or vocational training courses (Mahía and Medina, 2022).

It is also important to remember the cultural minorities present in Spain throughout its history, such as the gypsy communities, which represent 1.5% of the Spanish population, according to the Ministerio de Derechos Sociales y Agenda 2030. Only 56.4% of the Spanish gypsy population finishes the secondary stage, and this figure is proportional to the socio-economic level of their families, that is, gypsy students who are born in a family with a better socio-economic background are more likely to finish the secondary education (Fundación Secretariado Gitano, 2013).

As for FL subject in Compulsory Secondary Education (CSE), the figures are equally significant. First, the subject of a foreign language is fundamental and compulsory in the CSE curriculum: 100% of students study a foreign language. Moreover, English is the foremost foreign language taught in the countries of the European Union, with 98.3% of students learning this language at the secondary level (European Education and Culture Executive Agency, 2023).

Taking into account the numbers of students from other countries or cultures and those who study a first foreign language in CSE, it could be concluded that FL classrooms are likely to be characterized by great cultural diversity, and hence, different language backgrounds and levels. As previously mentioned, many foreign students do not instantly adapt to the Spanish educational system because the appropriate grade level for their age does not match the one suitable for their learning level. Even within the Spanish educational system itself, there can be significant inequalities: each student will have followed their own path in different subjects and, of course, in a foreign language. All of this means that within the same classroom, there can be a highly unbalanced level of competencies, and on account of that, teachers should adapt their teaching processes as much as possible. Ultimately, cultural diversity and therefore different levels of learning will also pose an additional challenge in the FL classroom.

Considering all that, it is beyond evident that attention to cultural diversity in Spanish high schools in general and in the FL classroom in particular, is a matter of great relevance. In

Universidad de Valladolid
Sheila del Pozo Miguez

general terms, education should be the path leading to harmonious coexistence among different cultures, as it is also a fundamental task to ensure their survival in society, especially for minorities (UNESCO, 2006). For this to happen, as mentioned above in the chapter on attention to diversity, it is essential to have a solid cohesion among the various actors involved in the educational system: teachers, students, legislative power, institutions, etc. Not only will it be beneficial for the individual development of students, but also for society as a whole. This need for attention to diversity is included in many legislations and institutions, among which several articles and guidelines might be remarked. For instance, at a regional level, Decreto 39/2022, which establishes the curriculum of CSE in Castilla y León, mentions it in its Chapter V. Likewise, UNESCO (2006) states the Universal Declaration of Human Rights (1948) in their guidelines on intercultural education:

> Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace.

In this process of personal and social development, FL teaching plays an essential role (Porto et al., 2018). The subject itself represents an intercultural atmosphere that can be both enriching and complex. Be it as it may, learning a foreign language thanks to an intercultural approach will help students of different backgrounds understand the linguistic and cultural heterogeneity, and value it, while sharing the same means of communication, which is the foreign language itself. So, as in any other subject, FL teachers must guarantee "the linguistic rights of those who learn and teach, and respect for the different identities, building a multilingual, intercultural and democratic society" (Beacon and Spoturno, 2016). To do so, linguistic competence is clearly significant, but so are cross-curricular contents, and cohesion between both aspects is vital.

2.2. Significance of key competences and cross-curricular contents in intercultural FL classrooms

According to current legislation on the education system and school curriculum at all levels, i.e. European (supra level), national and regional (macro level) and institutional (meso level), several competences must be taken into account to consider proper learning of the subject was accomplished. When it comes to learning a foreign language, it no longer should be just about acquiring linguistic knowledge, such as vocabulary and grammar (Beacco et al.,

10

2010; Council of Europe, 2020), but also other skills which are adjacent to this and that contribute to the objective of achieving meaningful learning to meet today's world's needs and circumstances.

On the one hand, at a national level, Real Decreto 217/2022 (Ministerio de Educación y Formación Profesional, 2022), which establishes the organization and basic curriculum of Compulsory Secondary Education, includes the key competences that should be developed within CSE: linguistic communication competence, plurilingual competence, mathematical, scientific and technological competence, digital competence, personal, social, and learning to learn competence, civic competence, entrepreneurial competence, and competence in cultural awareness and expression. It is common to think that competences beyond the linguistic or the plurilingual ones have nothing to do with FL subjects, but they are indeed fostered in many ways.

Regarding mathematical, scientific and technological competence, FL facilitates access to data, procedures and research techniques that benefit communication in the scientific field. In addition, digital competence is also addressed by promoting the safe and critical use of digital tools, such as virtual platforms, to build new knowledge and access diverse cultures through texts in different formats. Finally, entrepreneurial competence is stimulated by promoting the ability to take risks and communicate in other languages to solve challenges, thus recognizing the value of foreign languages and cultures in the personal, work and professional atmospheres.

Last but not least at all, citizen competence and cultural awareness and expression are also extremely relevant in FL subjects, and closely linked to interculturality. The first of them is encouraged through interaction with other people, participation in community activities and informed decision making. Dialogue on ethical problems and the understanding of linguistic, cultural and artistic diversity are also promoted to practice active citizenship committed to current reality. Likewise, cultural awareness and expression are developed through the recognition, understanding and appreciation of linguistic, cultural and artistic diversity, as well as the comprehension of texts and discourse genres in their context, which facilitates the resolution of conflicts in a satisfactory way. Once again, the aim is to promote effective communication in the FL, adapting to the development and interests of the students and promoting the management of intercultural communicative situations.

On the other hand, at a regional level, according to Decreto 39/2022 on the curriculum of CSE in Castilla y León (Consejería de Educación, 2022), FL contents are divided into three

Universidad de Valladolid
Sheila del Pozo Miguez

main blocks, which are common to all levels of the curriculum: the communication block, which covers aspects related to understanding, production, interaction and mediation in the foreign language; the multilingualism block, in which the contents linked to reflection on the functioning of the languages that students already know are explored, as well as the ability to make basic comparisons between the foreign language studied and their mother tongue or other languages; and finally, and the one that is most relevant to this paper, the intercultural block, where content related to cultures transmitted through the foreign language is addressed, highlighting its value as an opportunity for personal enrichment and relationships with others, and where attitudes of respect and interest towards the understanding and appreciation of other languages, linguistic varieties and cultures are fomented. All these blocks should be integrated as "multilingual communication is crucial for fostering a democratic culture in our globalized, diverse world, enhancing intercultural dialogue, promoting international mobility, and expanding educational opportunities and cultural awareness" (Consejería de Educación, 2022).

In short, the primary objective of the FL subject in CSE is not only for students to acquire basic communicative competence in the foreign language, but also to expand their intercultural awareness. It fosters empathy and curiosity towards other social and cultural realities, and contributes directly to the development of intercultural communicative competence. It also fights against discriminatory stereotypes through cross-curricular contents such as respect, tolerance, equal rights and solidarity towards speakers of other languages, as well as teamwork and the "co-construction of knowledge" through interaction (Council of Europe, 2020). It definitely seeks to prepare them to face the challenges of the 21st century by acquiring skills to manage intercultural situations, promote democratic coexistence, resolve conflicts through dialogue and establish relationships based on respect and equality, thus developing personal, social and learn to learn competences.

On this path towards the acquisition of the different competences, it is certain that the intercultural dimension is more than present in FL teaching, since the cultures of a particular foreign language can represent a bridge to the rest of the cultural contexts that coexist within a classroom or center. Considering that, interculturality could be a fundamental pillar for a higher enrichment of the students' competences as cross-curricular contents are developed. Therefore, the necessity of following a methodology which allows teachers to integrate all the students regardless of their characteristics, as well as promoting interculturality in the FL classroom, is more than paramount. On this regard, Real Decreto 217/2022 recommends basing the teaching practice on the Universal Design for Learning (UDL).

3.   Universal Design for Learning

3.1. Concept and origin

Universal Design (UD) emerged in the 1970s in the United States within the field of architecture, focusing on the creation of inclusive public spaces, and was introduced by Ron Mace, founder of the Center for Universal Design (CUD). Later, it was further developed by the Center for Applied Special Technology (CAST) in 1984 and defined as the design of products and environments accessible to anyone without the need for specific adaptations. In applying these principles to the educational context, Universal Design for Learning (UDL) seeks to ensure that all students can access the same curriculum, questioning the rigidity of traditional curricula and arguing that they exclude a minority of students by being designed for a homogeneous majority. Barriers to learning are not inherent in students' capabilities, but "arise from inflexible methods and materials" (Hitchcock et al., 2002, p. 3). Therefore, UDL proposes to provide greater flexibility to the curriculum and materials to ensure that all students can achieve learning objectives.

3.2. Principles and guidelines

UDL contains three principles, which establish the foundations of the educational approach and provide a solid basis for developing a practical framework that can be applied in school environments. Each of these principles is linked to some guidelines, which offer practical suggestions on how to apply the corresponding principles in the classroom. They are a set of strategies that educators can use to ensure the full participation and accessibility of curricula for all students. Serving as a starting point, these guidelines enable the adaptation of teaching methods and the maximization of learning opportunities, with goal definitions, content and instructional material selection, as well as learning assessment (Alba Pastor, 2014).

Principle I emphasizes providing various ways of representing content to embrace different ways students perceive and understand information. Its guidelines include multiple options for perceiving auditory and visual content, understanding language and symbols, and enhancing comprehension through a variety of media and strategies to activate prior knowledge, clarify information, and support memory retention.

Principle II focuses on multiple means of action and expression to meet the unique organizational and strategic abilities of each learner. Its guidelines advocate for diverse ways

Universidad de Valladolid
Sheila del Pozo Miguez

of interacting with learning materials, expressing knowledge through different communication forms, and utilizing tools and technologies that aid in composition, planning, and goal setting.

Principle III addresses multiple ways to engage students, aiming to motivate and maintain their interest in learning. Its guidelines involve optimizing choice, relevance, and authenticity, minimizing distractions, varying challenges, promoting collaboration, and encouraging self-regulation through feedback, self-assessment, and reflective practices.

Collectively, these principles strive to create an inclusive and effective learning environment by addressing the "what," "how," and "why" of learning, ensuring that all students have equal opportunities to succeed regardless of their individual differences (Alba Pastor, 2014). The need for educators to provide students with various options to access learning highlights the importance of exploring how these principles and guidelines can be integrated into everyday teaching practices and applied to the curriculum. This way, it will ensure inclusive education that fosters the participation of all students in learning activities and processes, thereby contributing to their overall development.

3.3. UDL in FL classrooms

When it comes to FL subjects, it is vital to investigate what strategies and methodologies might be usefully applied to integrate the key competences as well as cross-curricular contents within the intercultural dimension, while following UDL's principles and guidelines. In general terms, their application should not be too challenging.

First of all, content is traditionally taught by using a diverse range of resources, from analogical to digital materials, which include both written to oral language, along with visual aids such as pictures, graphics or symbols. These are beneficial when it comes to working on some specific aspect of culture (e.g. traditional food, celebrations, local music) because they can see and listen to contents at the same or different times. Also, the use of authentic material in different formats gets the students closer to the real language and, therefore, the real culture. In addition, learning a FL is certainly linked to interaction among individuals, so both language and cultural feedback can be exchanged by making students work with their peers. Finally, these resources and strategies can be much more motivating and accessible for students, which will surely influence their engagement, their confidence to participate and, hence, their performance,

In short, integrating UDL principles in a FL classroom will be crucial not only for their linguistic competences, but also for their well-being inside the group, and most importantly for

Universidad de Valladolid
Sheila del Pozo Miguez

the development of their cultural competence and its inherent cross-curricular contents. It is definitely worth exploring these methodologies in depth.

4. Methodology on the application of the UDL guidelines in intercultural FL classrooms

As a way of introduction, the term "adaptative intervention", coined by Del Río et al., (2014) summarizes very clearly the need to seek and use accurate strategies and methodologies in a diverse classroom in general and in an intercultural classroom in particular. According to it, the key, once more, is a positive and inclusive approach, as it fosters a climate of trust and respect, crucial for inclusivity. Teachers play a paramount role by actively developing and implementing adaptive strategies, utilizing diverse resources to meet the varied needs and potential of all students, aiming to enhance outcomes and motivate them effectively.

Most importantly, learning methods like communicative, task-based and collaborative work with heterogeneous grouping and problem-based strategies emphasize active participation and intercultural interaction. In addition, establishing realistic goals that encourage basic skills development, adapted to individual student abilities and sociocultural backgrounds, working with different tasks which progress and culminate into a final product, and thus enhancing flexibility in time and space management. All this matches the fore-mentioned aim of prioritizing the learning process and the acquisition of competences over merely achieving scores or grades.

4.1. Social constructivism and Bloom's taxonomy

It must be firmly said methodologies that will be discussed further on have a "solid foundation" in the social constructivist approach, as argued by Cundar-Ruano (2021, p. 802), as well as in Bloom's taxonomy (1956).

On the one hand, social constructivism, first coined by Lev Vygotsky, advocates for teachers to act as facilitators rather than sole knowledge providers, emphasizing dynamic, interactive, and student-centered learning in which student autonomy and intercultural awareness are fostered (Cundar-Ruano, 2021; Ge, 2004). Lev Vygotsky (1978, as cited in Cundar-Ruano, 2021) highlighted the importance of social interaction in cognitive development, where culture and personal past experiences play a significant role. Hence, learning is seen as an interplay between individuals, behaviors, and the environment. The emphasis is on active engagement and contextual understanding, where knowledge

Universidad de Valladolid
Sheila del Pozo Miguez

construction is encouraged by sharing diverse viewpoints, dialogue, and conceptual understanding over rote memorization (Aljohani, 2017).

Likewise, Bloom's taxonomy supposes an essential underpinning for the cited methodologies. It was developed by Benjamin Bloom along with other collaborators in 1956, and consists of a framework for categorizing educational goals, objectives, and skills that educators use to guide learning and assess students' progress (Persaud, 2024). It organizes cognitive skills into a hierarchy, from basic to complex. The revised taxonomy (Anderson et al., 2001), which is often depicted as a pyramid, includes several categories from its base to its summit that can be summarized as follows:

1. Remembering: Recognizing and recalling relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from instructional messages, including oral, written, and graphic communication.
3. Applying: Carrying out or using a procedure in a given situation.
4. Analyzing: Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.
5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.
6. Creating: Putting elements together to form a new, coherent whole or make an original product.

Considering both approaches as their basis, there are several methodologies which could make the teaching-learning process more aligned with the application of UDL principles in intercultural FL classrooms. These are communicative language teaching, collaborative work and, encompassing those, task-based language teaching.

4.2. Communicative language teaching (CLT)

CLT aims to develop communicative competence among students, through activities that use real communication in the FL and that promote meaningful learning, that is, it focuses on "use" (meaningful language) instead of "usage" (correct language) (Widdowson, 1978 as cited in Ellis, 2003, p. 27). As implied by Richards (2006), the primary aim of language learning should be authentic communication with real-world contexts, and it should be achieved by encouraging learners to explore and test their knowledge, without focusing unnecessarily on mistakes, while integrating the five skills (interaction, writing, speaking,

reading, and listening). There should also be chances for both accuracy and fluency enhancement, making them understand the grammar rules in an inductive way.

In other words, CLT underscores the importance of communication in the classroom, giving a more significant role to the students in their learning process and changing that of the teacher, becoming a facilitator instead of a model (Richards, 2006). It therefore diverges in its approach to traditional teaching methods that are more grammar and teacher centered, such as audiolingual or situational language teaching. Consequently, it certainly presents challenges for both teachers and learners, as they must "change their conception of language learning from one based on knowledge-acquisition to one based on the holistic development of competence" (Littlewood, 2013, p.4).

Those challenges are particularly more evident when the ratio of students is high, as the case of most Spanish secondary education classrooms, which are usually made up of twenty or more students. Also, the diversity of cultural and educational backgrounds has a direct influence on the students' language proficiency. Likewise, as Littlewood (2013) points out, there is also the fact that students, parents or even society in general do not see teachers as a facilitator of learning, but rather a transmitter of knowledge, i.e. grammar and vocabulary. Finally, regarding the teacher's role and competence, they should be able to communicate themselves in order to get students to do so, yet many teachers themselves are not used to this method to this day (Kianiparsa, 2015). All these, along with many other factors, pose additional difficulties in the FL classroom in general and in communicative learning situations in particular.

Nonetheless, introducing CLT can be the key to facing those obstacles and change the way FL teaching is seen and, consequently, the way it affects student's learning and development. Using communicative activities which involve interaction among students (e.g. role plays, discussions, debates, competitions or games) will boost relationships and the exchange of ideas, opinions and experiences. As stated by Qiu and Xu (2015), "language is an approach to exchange messages, which at the same time acts as the embodiment of a certain culture". If there is communication between students of different cultures or backgrounds, the exchange will undoubtedly be exceptionally enriching, and the amount of language used to do that will be more significant (Richards, 2006). Interaction will also be beneficial to address language-level differences and get mutual feedback, which could translate into a clearer consciousness of their own learning and a higher motivation to keep going. These practices will definitely help develop their communicative skills not only in the FL, but also in their own

language in real-world situations where intercultural exchange is certainly present in our global society.

Moreover, in contrast to what has been traditionally thought, utilizing CLT to aim FL learning to sound or communicate like a native speaker is no longer the ideal approach in a continuously changing and diverse world. According to Byram (1997), preparing FL students for real-world situations in the second language and culture, and even one's native language and culture is only possible under the approach of intercultural communicative competence (ICC). This, as opposed to the native speaker, translates into the "intercultural speaker". In words by Byram, the intercultural speaker is willing to "discover other perspectives on interpretation", and "establish relationships of similarity and difference between them" (1997, pp. 58, 99). This is crucial for any FL student, much more within intercultural classrooms. In short, following an intercultural communicative approach could certainly contribute to a more significant language acquisition and to a more inclusive education and hence, society (Cubero Vázquez, 2021).

4.3. Collaborative learning (CL)

Although it is true that communication can take place between the teacher and their student as a monologue by one of them, or even between the teacher and one student alone as a dialogue, it might not result in the optimal development of communicative skills, much less intercultural exchange and thus, ICC. On this regard, CL is closely linked to CLT, in fact, it is one of the most characteristic ways of implementing this methodology. It might also imply a positive solution to the forementioned potential problems like classroom management in large and culturally diverse groups.

As CLT, collaborative learning shifts from the traditional teacher-centered approach, where the teacher is the primary authority imparting knowledge, to a model that emphasizes interaction among all participants. In this model, both teachers and students are also actively involved in the learning process. Teachers, who design the learning activities, serve as facilitators and guides, providing support both collectively and individually. Consequently, even though CL classrooms are primarily student-led, the teacher's role remains vital (Economides, 2008; Cheng, 2021).

However, as highlighted by the forementioned authors, the cultural backgrounds of both teachers and students can affect the style and effectiveness of CL. Cultural diversity among individual learners impacts their participation, motivation, satisfaction and performance in CL

18

activities, mainly due to the fact that they may have varying communication styles, interaction patterns, and work habits. Also, cultural diversity in learning can result in "negative relationships characterized by hostility, rejection, stereotyping, and prejudice" (Economides, 2008, p. 246). On the other hand, there is always the setback of introverted students who feel more comfortable when working on their own and, conversely, of individuals who tend to be too authoritative leaders, making participation of all members uneasy. All these factors may lead to generally dissatisfying collaborative environments, which can affect students' confidence and hence, learning.

Nonetheless, Cheng (2021) stands for the numerous benefits of CL in culturally diverse groups. CL allows students to offer diverse experiences, worldviews, values, behaviors, attitudes, leading to a better understanding and resolution of social differences. It reduces conflicts, enhances a sense of responsibility and critical-thinking skills, enabling students to achieve higher levels of thought. It can also facilitate the participation of students who struggle with traditional learning methods, students who might feel too shy to participate on their own, because of several reasons such as a lack of confidence in their language proficiency or some other cultural issues. In short, it promotes positive learning outcomes and students' satisfaction, with improved working relationships, better interaction skills, and cognitive growth that will potentially help end up with hostile feelings and prejudice. All this while making use of a FL will definitely foster a more solid cultural awareness and linguistic performance.

4.4. Task-based Language Teaching (TBLT)

To encompass CLT and CL approaches, there is TBLT, which consists of the implementation of a range of tasks that are organized in order to progress in the student's learning process of the language. Whereas there is no consistent definition of the term "task", Ellis (2003, p. 16) offers one that integrates those proposed by several researchers:

> A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.

Universidad de Valladolid
Sheila del Pozo Miguez

For her part, Willis (1996) sees TBL as the alternative to the traditional Presentation, Practice, Production (PPP) approach (which emphasized the correct application of grammatical structures that were introduced during the Presentation phase). She implies that TBLT seeks to put the focus on the communication task with a real purpose, where students make use of all language skills without any premeditated language structures. In contrast, they are free to use any linguistic knowledge they presumably possess in order to solve problems, share experiences or get involved in any communicative scene that reflects potential real-world situations. Regarding interculturality, Ge (2004) employs the term Task Based Intercultural Language Teaching (TBILT), in which features of general TBLT are evidently aimed to enhance cultural awareness and intercultural competence.

Conversely, although tasks are a great tool to follow a communicative approach, they are not enough to fill the lessons in the Spanish CSE due to the curriculum constraints, i.e. grammar or linguistic features that must be worked on. According to Willis (1996, p. 3) this type of activity with language rules would not be considered tasks, as "the main focus is on using particular forms, not exchanging meanings to achieve an outcome". So, with the aim of consolidating the advantages of TBLT in the Spanish educational systems and leaving behind traditional approaches, FL lessons should be an integration of communicative tasks with free use of language and grammar/vocabulary-focused activities. As a matter of fact, Willis (1996) considers this focus on language form as a last phase in the TBLT framework, because she finds this reflection on language essential to encourage students to progress in their proficiency while feeling they take real part in their own learning process.

On account of all this, tasks are thus an important feature of CLT and CL: "TBLT represents a realization of this philosophy at the levels of syllabus design and methodology" (Nunan, 2004, p. 15). The key in TBLT, or TBILT in this case is, hence, the sharing of authentic intercultural communicative experiences, authentic spoken and written language, where the affective dimension takes significance as well (Ellis, 2003). He claims that by letting learners interact, their self-esteem and motivation will be increased and therefore their language skills and awareness will be developed. Likewise, creating meaningful tasks that imply intercultural exchange among students will be vital to foster respectful relationships in the classroom along with the enhancement of all necessary competences in the FL subject and the CSE stage.

Universidad de Valladolid
Sheila del Pozo Miguez

4.5.Application of UDL principles

It is undeniable that CLT, CL and TBLT are deeply related, putting the social constructivist approach on their base. Also, following Bloom's taxonomy might be a useful tool to set the aims and organize the different tasks that culminate in the creation of a final product. The integration of all three methodologies in culturally-diverse FL classrooms will enhance cultural awareness and understanding, reduce conflicts, foster responsibility and critical-thinking skills, while using the FL as a means of communication. This way, every UDL principle will be successfully applied. As discussed above, UDL principles aim to create flexible learning environments that accommodate diverse learners. So, the alignment of the previous methodologies with UDL is varied.

In relation to the first principle, to offer multiple means of representation, these teaching approaches integrate various language skills and learning methods to meet different preferences and strengths. CLT uses authentic communication and inductive grammar learning to address diverse learning styles. In CL, group interactions provide information through multiple perspectives and formats, incorporating visual, auditory, and kinesthetic elements to ensure accessibility and understanding for all students. Then, TBLT boosts real-world language use through diverse tasks that integrate listening, speaking, reading, and writing, offering multiple representations of content and adapting to different learning styles.

As for the second principle, which is about multiple means of action and expression, CLT encourages active participation and the use of diverse communicative activities, allowing students to demonstrate their knowledge in various ways. CL promotes expression through group discussions, projects, and presentations, enabling students to choose the communication modes that best suit their strengths and preferences. Moreover, TBLT requires students to use their linguistic resources creatively, fostering a more personalized and effective demonstration of learning.

Finally, regarding the third principle, which is about multiple means of engagement, CLT enhances student motivation by incorporating authentic communication and meaningful activities that include diverse interests and cultural backgrounds. As for CL, it actively involves students in their learning through interactive and cooperative activities, so engagement is improved through social interaction. TBLT engages students in real-world tasks, maintaining their interest and motivation by aligning with their personal and cultural experiences.

In brief, integrating CL, CLT, and TBLT with the principles of UDL creates a comprehensive and inclusive educational approach. By providing multiple means of

21

representation, action and expression, and engagement, these methods ensure that all students, regardless of their learning styles and cultural backgrounds, can access, understand, and demonstrate their knowledge effectively. This holistic approach not only enhances language skills but also fosters a supportive and motivating learning environment, contributing to a more inclusive and effective educational experience.

B. DIDACTIC PROPOSAL

1. Context and Temporalization

The present teaching unit is meant to be applied with a group of 20 students in 1st year of Spanish Compulsory Secondary Education, in the non-bilingual section. In this high school in particular, students and families from a wide variety of cultural and socioeconomic backgrounds coexist. Furthermore, in the first year of CSE, students from different primary education schools meet each other in a new center, in a new stage in their educational and personal life. So, CSE classrooms, and particularly 1st year classrooms, are certainly likely to be diverse.

The unit will consist of seven sessions of 50 minutes each. For the 1st year of CSE, each week consists of 4 periods of 50 minutes each, as established in Appendix V in Decreto 39/2022, issued by the Consejería de Educación of Castilla y León. Most of the sessions will be carried out in groups, so there will be five groups of four students in each one. The division of groups will take place at the beginning of the teaching unit and will be constant in the realization of all group activities in order to encourage communication, respect and coexistence among all our students, whether they are more like-minded or not.

As for resources, each classroom will have blackboards, whiteboards, screens and projectors that will be used by the teacher throughout the different sessions of the teaching unit that require them. Additionally, the students will make use of the computer room during one of the sessions.

2. Objectives

The objectives of this proposal are varied. Firstly, regarding competences, it aims to develop the different linguistic and non-linguistic key competences that are outlined in the legislation for this particular stage, with a special emphasis on intercultural competence.

Universidad de Valladolid
Sheila del Pozo Miguez

On this regard, this unit will not only address interculturality in the FL scenario, but also interculturality among the students themselves and their environment. Consequently, it also aims to promote the acquisition of cross-curricular contents such as respect, equality, and solidarity. This holistic approach will not only enhance academic learning but also aims to prepare students to engage effectively and empathetically in a diverse and globalized society.

3. Legal Framework and Curricular Elements

Several legislative documents have been taken as the basis for this teaching unit. First, on the macro level, Decreto 217/2022, issued by the Ministerio de Educación, Formación Profesional y Deportes on 29th March 2022, and which establishes the organization and minimum teaching of CSE. On the meso level, Decreto 39/2022, issued by the Consejería de Educación of Casilla y León on 6th September 2022, and which establishes the organization and the curriculum of CSE in the region.

The different methodologies and didactic aspects are based on the aims and competences set out in the current legislation. Contents, learning outcomes, specific competences and the assessment within this Teaching Unit have been taken from Decreto 39/2022. Likewise, key competences and general aims at the specific stage of CSE have been retrieved from Real Decreto 217/2022.

As for curricular contents, all three blocks will be present. First, block A, related to communication, where parts 4, 5, 6 and 13 are the most relevant in this unit.

Part A4 puts the focus on contextual models and basic discursive genres in understanding, production and co-production of oral, written and multimodal texts, organization and structuring according to genre and textual function. Throughout the unit and especially during the creation of the final product, students will be in contact with different types of texts and contexts, where they will have to take an active part in both their comprehension and their production. For example, they will watch and listen to a video during the first session, and so will they when every group presents their final product, which is also a video. Likewise, they will have to perform a role play during the fourth session, as well as the final product where they will have to put into both written and oral practice the contents they have learnt in this unit, so they will be in contact with different "real" situations, and they will have to organise their own ideas according to the communicative aims of the tasks.

In addition, part A5 highlights the use of basic linguistic units and meanings associated with said units, quantity and quality, the space and spatial relations, time and temporal

Universidad de Valladolid
Sheila del Pozo Miguez

relations, affirmation, denial, question and exclamation. In this teaching unit, students will have to rely on linguistic units to describe characteristics of different traditional food and dishes. Also, during the written and spoken activities, they will have to use questions, affirmations or denials, exclamations, etc.

Also, part A6 focuses on lexicon of common use and of interest to students related to identification personal, interpersonal relationships, nearby places and environments, leisure and free time, among others. Here, the vocabulary and linguistic structures they will work on during this unit can be considered as basic and of common use, they will use them in every of the tasks. Besides, during some of the tasks they will have to express their likes and dislikes and perform a daily situation.

Lastly, part A13 implies the use of basic analog and digital tools for oral, written and multimodal comprehension, production and co-production, and virtual platforms for interaction, cooperation and educational collaboration. In this unit, students will utilize different tools, both analog and digital, but always with the intention of being in contact with real language and authentic material. They will use printed flashcards, worksheets and board games, but they will also work with virtual material such as videos and presentations.

On the other hand, parts 1 and 3 in block B, related to multilingualism, are also relevant. B1 speaks about the use of strategies and techniques to respond effectively to a need basic and concrete communication in an understandable way, despite the limitations derived from the level of competence in the foreign language and in the other languages of one's own linguistic repertoire. The most significant tasks where this part is evident are the role play, the gymkhana and the presentation of the final product. All of them have different aims, but what they have in common is they have to use communication strategies in order to achieve their main goal. As for part B3, it addresses the use of basic, analog, digital, individual, cooperative self-assessment and co-assessment strategies and tools. At the end of the unit, students will have to do a self-assessment task where they will reflect about their learning process during the sessions.

Most importantly in this teaching unit and in this paper in general, block C, which addresses interculturality, is undoubtedly crucial. There, parts 1, 3 and 5 are the most significant. Part C1 focuses on the use of the foreign language as a means of interpersonal and international communication, a source of information, and as a tool for personal enrichment. C3 advocates for the integration of basic sociocultural and sociolinguistic aspects related to daily life, living conditions, and interpersonal relationships; basic social conventions; non-

Universidad de Valladolid
Sheila del Pozo Miguez

verbal language, linguistic courtesy; culture, customs, and values specific to countries where the foreign language is spoken. C5 speaks about the development of basic strategies to understand and appreciate linguistic, cultural, and artistic diversity, considering democratic values. All these parts are integrated in the tasks throughout the unit, as the topic itself highlights the intercultural exchange, whereas the most communicative and collaborative tasks such as the role play, the gymkhana and the final tasks are more relevant. In general, students will have to make use of the language in order to express cultural diversity and thus, appreciate it.

Finally, regarding linguistic structures, the ones included in the 9th part will be developed in this teaching unit. Mostly, the lessons will focus on countable and uncountable nouns, as well as indefinite pronouns. There will also be space for other structures such as expressing likes and dislikes and using descriptive adjectives to speak about food and drinks.

4. Key and Specific Competences

As in any Foreign Language classroom and in accordance with the forementioned objectives of this unit, an integration of key and specific competences will be pursued.

On the one hand, key competences, like linguistic communication and multilingual competence are certainly present. According to Real Decreto 217/2022, competence in linguistic communication involves coherent and appropriate interaction across various contexts and purposes. It requires conscious application of knowledge, skills, and attitudes to understand, interpret, and critically evaluate messages, while communicating effectively and respectfully. This competence is crucial for independent thinking and knowledge construction in all learning areas, emphasizing reflection on language use within specific discourse genres and its role in thinking and learning. Then, multilingual competence involves effectively using various languages for learning and communication, respecting individual linguistic profiles, and leveraging personal experiences to mediate between languages. It integrates historical and intercultural dimensions to understand and appreciate linguistic and cultural diversity, aiming to foster democratic coexistence.

Also, in this case, due to the particular features of this group, where students come from very different backgrounds and have special needs, key competences such as citizen and cultural awareness will be worked on thoroughly. Citizenship competence facilitates responsible citizenship and full participation in social and civic life by understanding social, economic, legal, and political concepts, engaging with global events, and actively promoting

Universidad de Valladolid
Sheila del Pozo Miguez

sustainability and global citizenship. Likewise, cultural awareness and expression competence involve understanding and respecting how ideas, opinions, feelings, and emotions are creatively expressed and communicated across different cultures through a wide range of artistic and cultural manifestations. It also entails a commitment to understanding, developing, and expressing one's own ideas and sense of place or role in society. Furthermore, it requires understanding one's evolving identity and cultural heritage in a diverse world and recognizing that art and other cultural expressions can provide a way of seeing and shaping the world.

In addition, the learning-to-learn competence will be also part of the unit. It involves the ability to reflect on oneself to gain self-awareness, self-acceptance, and promote continuous personal growth; effectively manage time and information; collaborate constructively with others; maintain resilience; and manage lifelong learning. This competence will be addressed thanks to the task-based learning approach, the creation of a final product and the self-assessment activities.

On the other hand, regarding the specific competences, numbers 1, 2, 3, 4, 5 and 6 will be addressed in this didactic unit. Firstly, specific competence 1 underscores the ability to understand and interpret the main ideas and basic lines of argument in texts expressed in standard language, seeking reliable sources and making use of strategies of inference and verification of meaning, in order to respond to the communicative needs posed.

Besides, specific competence 2 addresses the production of original texts, of increasing length, clear, well organized and detailed, using strategies such as planning, synthesis, compensation or self-repair, to express ideas and arguments in a creative, appropriate and or self-repair, in order to express ideas and arguments creatively, appropriately and coherently, according to specific communicative coherently, according to specific communicative purposes. Once more, the task in session 5 is an example of this, because they will have to not only write a short text for one of the games, but also look for strategies to solve the "Guess what" activity where they will describe words using oral language. Also, during the creation of a written recipe and then the video, they'll have to select, plan and organize the information in a coherent and creative way.

Regarding specific competence 3, this unit will rely on active interaction with others, with sufficient fluency and accuracy and with spontaneity, using cooperative strategies and employing analogue and digital resources, to respond to communicative purposes in exchanges respectful of the rules of politeness. Except for the very first session of this unit, tasks will be

Universidad de Valladolid
Sheila del Pozo Miguez

done collaboratively, so interactive communication is undoubtedly an essential feature of the teaching proposal.

Likewise, specific competence 5 focuses on the expansion and use of personal linguistic repertoires between different languages and varieties, reflecting critically on their functioning, and making explicit and sharing their own strategies and knowledge, respecting cognitive, social and cultural diversity, to improve the response to their communication needs. In other words, as mentioned in part 3 of block B in the curricular contents, self-assessment will be also addressed in this unit, as a closing task for students to reflect on their learning process in such culturally diverse work teams.

Finally, and most significantly, specific competence 6 implies the ability of critically appreciate and adapt to linguistic, cultural, and artistic diversity through the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations. The unit as a whole was thought to focus on intercultural exchange, because both the topic, the contents and the methodologies seeks to achieve understanding and appreciation of cultural diversity in their own classroom, the foreign language itself and society in general.

5. Methodology

The methodology that has been used is TBLT. Taking Bloom's taxonomy as a fundamental pillar, the different activities will require the prior knowledge provided by the previous ones in order to be carried out, which will finally culminate in the performance of a final task where some final product will be created. In addition, this teaching unit follows CLT approach mostly, since the main objective of the different tasks proposed is using the language as a means of communication, with the acquisition of a wide lexicon and a set of linguistic structures. This way, the language acquisition process is developed following the socio-constructivist approach.

Concerning classroom management, there are two ways of working: some of the tasks will be done individually, whereas the others will be carried out in groups. The class will be divided into five groups of four students each. By doing so, CL will be encouraged, and in turn will facilitate the performance of the final task.

Furthermore, an essential source of inspiration for the design of this didactic unit is clearly the Universal Design for Learning (UDL), in order to reach a more inclusive education

where all types of diversity are taken into account in the teaching-learning process, and more specifically cultural diversity. All methodologies aim to apply UDL principles successfully.

6. Session and Activities

Session one

The session will start with the explanation of the final task, which will consist of writing a traditional recipe from a specific country, and then the making of a video where the students will have to prepare that recipe on their own, simulating a tutorial. Then, the topic of the unit might be deduced by the students. During this activity, the teacher will inform about the formation of the different groups, which will remain unchanged for the rest of the unit.

Secondly, there will be another deductive activity to address grammar structures. We will use menus from different types of restaurants along with photos of dishes and food items, displaying them on the interactive whiteboard. The menus will be authentic, taken from real places or web pages, so the students can be in contact with authentic material and real language. Vocabulary here should not be as important, hence the terms will be rather basic and easy for them (e.g. *eggs, tomato, cheese, milk, sugar, salt,* etc.), so they can focus on the structures.

During the listening activity, the teacher will describe the menus using grammatical structures such as "there is/are/isn't/aren't" and "a/some/any", pointing out the corresponding foods. Students will also participate by asking interrogative questions about the menus. Then, copies of the menus and food items will be distributed to the students for better understanding. Students will match food cards with the correct menus, promoting reading and listening comprehension and concept association. Subsequently, in the speaking activity, one or two volunteer students will come to the board to describe menus while the rest of the class responds by holding up the corresponding cards.

Finally, to reinforce learning, a video on countable and uncountable nouns will be shown. Afterwards, students will do exercises categorizing ingredients into the correct columns ("there is - there isn't - there are - there aren't"). Familiar ingredients will be used in the "there isn't/aren't" columns to facilitate understanding and promote gradual learning of new vocabulary.

These activities integrate deductive language practice with visual and participatory elements, fostering comprehension, oral and written expression, as well as collaborative learning.

28

Session 2

During this session, CLT and CL will be widely used. To begin with, there will be a first grammar review activity, where students will work in groups. Each group will be given some cardboard with a table they have to fill in using cards, which they will then stick. Food cards will also have an identifying drawing. After completing the table with the cards, they will stick it on the classroom wall. This table will serve as a visual reference for students throughout the unit and the course, allowing them to consult it when needed to reinforce their understanding of grammar and vocabulary related to food.

After that, the game of Battleship will be played to continue practicing the structure "there is, there are", countable and uncountable nouns and quantifiers (a/any/some). Teams of four and five will be formed by the teacher, who assigns the teams for the rest of the activities and the final project. The game boards will be handed out to the students. The aim is to sink the opponent's fleet. Each pair designs their fleet by drawing ships on their board: one ship covering one square, one covering two squares, and one covering three squares. Then, taking turns, each pair selects a square on the board to shoot at and complete a sentence using the correct structure "there is, there are", the accurate countable or uncountable noun and quantifiers (a/any/some). If the sentence is correct, it's a hit. If not, it's a miss, and the other team gets a turn. If a ship is sunk, the opponent says "Sunk ship!" The first pair to sink the opponent's fleet or who sinks the most ships by the end wins. Each pair has three boards: one for designing their fleet, one for shooting at the opponent's fleet, and one with incomplete sentences or open questions to answer correctly.

Session 3

This session will consist of two tasks. The first task, which is also one of the fewer that will be done individually, will be a short reading where students will read text fragments describing different types of traditional food. The task will be divided into several reading comprehension activities. To begin with, they will have to match each idea to the corresponding type of food. This will help students correctly identify and associate descriptions with the foods. As a second activity, students will determine whether the provided statements are true or false. This activity will foster detailed comprehension of the text and allow students to verify their understanding. Finally, some key words will be highlighted in the text. Students will find

Universidad de Valladolid
Sheila del Pozo Miguez

the correct definition for each highlighted word, which will help them understand the meaning in context and link to the introduction of the unit's vocabulary.

The second task aims to introduce and practice vocabulary related to food and recipes. Students will work in their groups once again, and each group will receive five different printed recipes, and a set of flashcards with pictures of ingredients. This time the terms will be less basic than in the first session, so they can widen their vocabulary range. Some examples of the terms are *mushrooms, sauce, whole grain, cucumber, garlic, berries, dressing*, etc. Collaboratively, students will match the ingredients to the correct recipe using the picture cards. This activity will reinforce vocabulary related to ingredients and recipes while promoting teamwork and communication among students.

By the end of the session, students are expected to have improved their reading comprehension on traditional foods and feel more comfortable with the new vocabulary related to food and recipes, preparing them for future activities and lessons within the unit that will culminate in the final task.

Session 4

The first few minutes of the session will be devoted to reviewing the vocabulary they worked on the day before. They will have to hang/pin the recipes and their suitable ingredients on the back wall, so they can check it up every time they need.

Then, after a short pre-role play activity, where the students will practice some expressions to use at a restaurant, they will perform the actual role play. The objective of this activity is for students to practice using quantifiers (*many, few, some, a lot,* etc.) and food, while simulating an interaction between waiters and customers in a restaurant. Additionally, it aims to improve their communication skills, especially speaking and interaction, and collaborative work in a specific context, encouraging empathy and understanding of different roles in everyday situations.

The students will be divided into their groups, and at the same time they will be split into two pairs: two customers and two waiters. As usual, the teacher will intend to create a more realistic atmosphere with the use of realia. For instance, real menus (or fictional with a realistic design), tables, chairs, paper plates, aprons and other decorations. Before the final performance, students will have a few minutes to prepare the ideas and do some rehearsal if they need to.

Universidad de Valladolid
Sheila del Pozo Miguez

The role plays will last around 2-3 minutes each. In the first part, the two customers review the menu and place their orders using quantifiers. For example, they might say, "I want a lot of salad, with a little dressing," or "I would like some chicken filet and a lot of fries." The two waiters note the orders, repeating the use of quantifiers to confirm. For example, they might say, "So, you want a salad with a lot of lettuce and a little dressing, and some chicken?". In the second part, the waiters ask some questions such as "Would you like something to drink?" and the customers will answer using more quantifiers. Finally, the waiters "bring" the order and say, "here is your salad with a little dressing, and your chicken fillet...". After this, the next group will perform their situation, so all five groups participate in the activity.

Session 5

This session could be considered as a wrap-up session for the unit and prior to the last two where they will work on the final product. The whole session will be devoted to a task: a gymkhana. The final aim is to find out about what country they will have to do the traditional recipe as the final product. They will have to solve activities collaboratively and find clues that will lead to the name of the country. To make it more escape-room set, there will be a story to create a more authentic atmosphere, which will highly motivate the students. As a starting point, they will imagine they have been kidnapped, and they will have to find out where they are in order to be able to call the police and be freed. The activities they have to do are related to the four communicative skills: listening, reading, writing and speaking.

So, every time they solve the activities, which will be related to the content we've been working on during the last sessions, they will be provided with an envelope where they will find a clue (a word about the country and the place of the class where the instructions for the next activity are hidden). So, they will have to collect as many envelopes with clues as possible. All the clues will belong to the place where they have been kidnapped, and they will be words associated to that country (e.g. *pizza, Vespa, carbonara*, etc. for Italy). So, when they get all the clues, they will be able to guess the place and have the chance to call the police and tell them where they are, so they can be rescued.

The first activity is to listen to a piece of audio, which they will listen to twice. Here, they will have to get at least three types of food mentioned in the track. When a group has the correct answer, the teacher gives the student a different envelope with a

Universidad de Valladolid
Sheila del Pozo Miguez

clue and the place where the next activity is hidden, for instance, a box in the back left corner. This next activity will be a reading task and the teacher will explain it to each group in private in order not to disturb the rest of the class. They will have to read a short text and underline all the examples of there is/there are sentences and answer the three reading-comprehension questions.

When a group has the correct answer, the teacher gives the students a different envelope with the speaking activity. For this third activity they will play "Guess the picture". There will be eight flashcards with different pictures of dishes (*burger, Spanish omelet, pancakes*, etc.). One student will pick up one card and will have to describe the ingredients that that dish is made of, and the rest will have to guess. Each student will have to describe two dishes to complete all eight flashcards.

When they finish, they will receive the next envelope with a new clue and the place to find the next activity: a short writing task. The students will have to make up a recipe using a mystery box, which will have different toy ingredients. They must put their hand in the mystery box and take out four ingredients (one student each), and they will have to use those ingredients to make up an original recipe while using at least five quantifiers as well. Once they have finished, they will receive the last clue. After collecting the four clues, they should be able to reveal the mystery. Also, the place each group was given will be where they will have to think of a traditional recipe for the final task.

In short, all contents and skills will be worked on during this session, whose unmistakable fundamental pillars are collaborative and communicative language learning.

Session 6

In this session, students will start preparing their projects, which they will present to the class during the next and last session. The project consists of presenting a traditional recipe from the country they got in last session's game, and they will have to make a written recipe and a video of themselves making the recipe at home.

During the preparation session, we will use the computer room in order for them to use the internet to look for information about that country's traditional food. Once they have chosen an easy traditional recipe, they will need to write it down either on a PowerPoint presentation or on a sheet of paper or cardboard, because it will count as the

Universidad de Valladolid
Sheila del Pozo Miguez

written part of the project. Then, they can talk over how, when and they can meet to make the recipe and record themselves. This way, we encourage intercultural exchange and bonds outside the classroom.

Session 7

Students will have to present their projects to the rest of the class. In turns, they will come to the front of the room and start speaking about the recipe they have chosen, using their own words and the written version of their recipe as a visual aid (PowerPoint presentation or similar, or a sheet of paper or cardboard). Afterwards, they will play the video they recorded where they are making the food on their own. The videos should not be longer than five minutes, so every group has enough time to present their recipes during this last session.

Finally, for the last five or ten minutes of this final session, students will do a self-assessment activity. They will be given some simple rubric where they will have to evaluate their learning and teamwork during the lessons, so the teacher can be aware of the students' feelings and critical thinking. Thus, the teacher could get an idea about some positive results of all applied methodologies.

Assessment

Regarding assessment, a continuous observation will be followed during the sessions, for which the teacher will use a diary where the "can do statements" will be set out as a checklist. It must also be pointed out that, since most activities throughout the unit will be carried out in groups, most of the assessment will also be done as a group.

In addition, there is some self and group assessment activity in which students will have to evaluate themselves and their groups in order to develop a critical sense, they will be able to reinforce their knowledge and expose their feelings about the intercultural exchange regarding both the topic of the unit and the collaborative work.

Finally, the teacher will make use of two rubrics to assess the final product. The first rubric will evaluate the written recipe, and the second one will evaluate the video and the oral presentation in front of the class.

By relying on all these assessment formats, the teacher will perceive if this teaching unit is suitable for the first year of CSE or if any activity should be changed or improved, as well as consider whether the used methodologies resulted as positive as expected regarding all

Universidad de Valladolid
Sheila del Pozo Miguez

aspects of the learning process, but most importantly interculturalism among students and the application of all UDL principles.

CONCLUSION

All in all, diversity in the educational field, especially in secondary education, is a crucial issue that requires special attention and social commitment from teachers and educational institutions worldwide, as established in the 2030 Agenda and its Sustainable Development Goals. Collaboration among professionals, external agents, and the educational community as a whole is crucial to ensure proper attention to diversity and to promote a democratic culture and harmonious coexistence.

Cultural, linguistic, and skill diversity among students presents significant challenges, but also opportunities to achieve a more enriching learning and foster intercultural understanding. Thus, it is essential for teachers to adapt their pedagogical practices to meet the specific needs of each student group, promoting inclusion and mutual respect. In terms of the FL classroom in secondary education, it should aim not only to develop communicative competencies but also to foster cross curricular aspects such as intercultural awareness, empathy, and respect for other social and cultural realities. There, the integration of UDL principles in the teaching-learning process can serve as a bridge to enhance students' competencies and promote peaceful coexistence in culturally diverse classrooms and societies.

In summary, addressing diversity in CSE, and more particularly in FL classrooms, is a shared challenge and responsibility that requires a holistic and collaborative approach. By recognizing and valuing diversity in the classroom, we can create an inclusive, equitable, and enriching educational environment for all students, preparing them to face the challenges of a globalized and diverse world.

Universidad de Valladolid
Sheila del Pozo Miguez

REFERENCES

Alba Pastor, C. (2018). Diseño Universal para el Aprendizaje un modelo didáctico para proporcionar oportunidades de aprender a todos los estudiantes. *Padres Y Maestros / Journal of Parents and Teachers*, 374, 21–27. https://doi.org/10.14422/pym.i374.y2018.003

Alba Pastor, C., Sánchez, J. M. & Zubillaga, A. (2014). Diseño Universal para el Aprendizaje (DUA) Pautas para su introducción en el currículo. *Diseño Universal Para El Aprendizaje (DUA).* https://doi.org/10.1016/0164-1212(95)00086-0

Aljohani, M. (2017). Principles of Constructivism in Foreign Language Teaching. *Journal of Literature and Art Studies*, 7, 97-107. https://doi.org/10.17265/2159-5836/2017.01.013

Alonso, J. D., Castedo, A. L. & Varela, E. V. (2016). Atención a la diversidad en la educación secundaria obligatoria: Análisis desde la inspección educativa. Aula Abierta, 44(2), 70-76. doi:10.1016/j.aula.2016.03.002 fatcat:wmcxlsawsne6tn6bpvclbu5pui

Beacco, J.C., Byram, M., Cavalli, M., Coste, D., Egli Cuenat, M., Gouiller, F. & Panthier, J. (2016). *Guide for the development and implementation of curricula for plurilingual and intercultural education.* Council of Europe. Retrieved from: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ae621

Beacon, G. & Spoturno, M.L. (2016). Educación intercultural y ciudadana: Apuntes para la enseñanza y el aprendizaje de lenguas extranjeras en Argentina. Instituto de Enseñanza Superior en Lenguas Vivas "Juan Ramón Fernández". *Lenguas Vivas*, 12, 24-35. Retrieved from: https://ri.conicet.gov.ar/handle/11336/69418

Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence.* Multilingual Matters. Retrieved from: https://spada.uns.ac.id/pluginfile.php/253332/mod_resource/content/1/ICC%20Byram.pdf

Carrasco, C. & Pascual, I (2022). *La equidad y la diversidad cultural en la escuela. Normativa y acciones de las comunidades autónomas en España*. Revista Española de Sociología, 166, 1-16. https://doi.org/10.22325/fes/res.2023

Cheng, Y. (2021). Cross-Cultural Differences in Collaborative Learning and Relevant Factors. *Proceedings of the 2021 3rd International Conference on Literature, Art and Human Development (ICLAHD 2021),* (594), 689-696. Doi.org/10.2991/assehr.k.211120.126

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Council of Europe Publishing, Strasbourg. Retrieved from: https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

Universidad de Valladolid
Sheila del Pozo Miguez

Cubero-Vázquez, K. (2021). The Intercultural Speaker: transforming the language learning experience. *Santiago*, (156), 41-53. Retrieved from: https://santiago.uo.edu.cu/index.php/stgo/article/view/5396/4708

Cundar-Ruano, A. (2021). Constructivist and socio-cognitive applications in second and foreign language teaching and learning. *Dominio de las ciencias*, 7(2), 598-818.

Consejería de Educación (2022). Decreto 39/2022 establishing the organization and basic curriculum for Compulsory Secondary Education in Castile and León, Spain. Issued on 29th September 2022. D.O. No. 190. Retrieved from https://bocyl.jcyl.es/boletines/2022/09/30/pdf/BOCYL-D-30092022-3.pdf

del Río, M. C. N., López, C. B., Molina, E. C. & García, M. G. (2014). Enfoques de atención a la diversidad, estrategias de aprendizaje y motivación en educación secundaria. Perfiles educativos, 36(145), 65-80. https://doi.org/10.22201/iisue.24486167e.2014.145.45977

Economides, A.A. (2008). Culture-aware collaborative learning. *Multicultural Education & Technology Journal*, 2(4), 243-267. https://doi.org/10.1108/17504970810911052

Ellis, R. (2003). *Tasked-based Language Learning and Teaching*. Oxford University Press. https://doi.org/10.1017/S0272263104293056

Fundación Secretariado Gitano (2013). *Resumen ejecutivo. El alumnado gitano en secundaria. Un estudio comparado.* Ministerio de Sanidad, Servicios Sociales e Igualdad. Retrieved from: https://www.gitanos.org/upload/42/08/EstudioSecundaria_InformeEjecutivo.pdf

Gardner, H. (1983). *Frames of mind: the theory of multiple intelligences*. Basic Books. Retrieved from https://utecno.wordpress.com/wp-content/uploads/2014/07/howard_gardner_-_estructuras_de_la_mente.pdf

Ge, W. (2004). *Task-based Intercultural Language Teaching in EFL Classroom.* The Journal of Asia TEFL, 1(2), 71-82. Retrieved from: http://journal.asiatefl.org/main/main.php?inx_journals=2&inx_contents=22&main=1&sub=2&submode=3&PageMode=JournalView&s_title=Task_based_Intercultural_Language_Teaching_in_EFL_Classroom

Hitchcock, C., Meyer, A., Rose, D. & Jackson, R. (2002). Providing New Access to the General Curriculum. *TEACHING Exceptional Children*, *35*(2), 8–17. https://doi.org/10.1177/004005990203500201

Iles, P. & Hayers, P.K. (1997). Managing diversity in transnational project teams. *Journal of Managerial Psychology, 12*, 95-117. In Lumby, J., & Morrison, M. (2010). Leadership and diversity: theory and research. *School Leadership & Management*, *30*(1), 3–17. https://doi.org/10.1080/13632430903509717

Jefatura de Estado (2022). Ley Orgánica 10/2022 of Sexual Freedom Guarantee. Issued on 6th September 2022. D.O. No. 215. Retrieved from https://www.boe.es/eli/es/lo/2022/09/06/10/con

Universidad de Valladolid
Sheila del Pozo Miguez

Kianiparsa, P. (2015). *Communicative Language Teaching in Different Countries Teachers' and Students' Subjective Theories on CLT Concerning Cross-Cultural Awareness in Germany, Iran, the Netherlands, and Sweden.* Cuiviller. Retrieved from: https://cuvillier.de/de/shop/publications/7046

Littlewood, W. (2013). Communicative language teaching: an introduction (1st ed., 24th print). Cambridge University Press. Retrieved from: https://koreatesol.org/sites/default/files/pdf/Littlewood%20-%20Teaching%20English%20PDF.pdf

Llorent, V. J., Zych, I., Fontans, M., & Álamo, M. (2021). Diversidad étnico-cultural, inteligencia emocional y competencias socioemocionales en la educación secundaria andaluza. Psychology, Society and Education, 13(2), 61–75. https://doi.org/10.25115/psye.v13i2.3829

Lumby, J., & Morrison, M. (2010). Leadership and diversity: theory and research. *School Leadership & Management*, *30*(1), 3–17. https://doi.org/10.1080/13632430903509717

Mahía, R. & Medina, E. (2022). *Informe sobre la Integración de los Estudiantes Extranjeros en el Sistema Educativo Español.* Ministerio de Inclusión, Seguridad Social y Migraciones. Retrieved from: https://www.inclusion.gob.es/oberaxe/ficheros/documentos/OB15_accesible.pdf

Ministerio de Educación, Formación Profesional y Deportes (2022). Real Decreto 217/2022 establishing the organization and basic curriculum for Compulsory Secondary Education in Spain. Issued on 29th March 2022. No. 76. Retrieved from https://www.boe.es/eli/es/rd/2022/03/29/217/con

Ministerio de Educación, Formación Profesional y Deportes (2022). *Datos y cifras curso escolar 2022/2023.* Retrieved from https://www.educacionfpydeportes.gob.es/dam/jcr:23ffe4f5-a212-4f99-aea4-dd1baac84bd4/datos-y-cifras-2022-2023-espanol.pdf

Ministerio de Derechos Sociales y Agenda 2030 (2012). *Estrategia Nacional para la Inclusión Social de la Población Gitana en España 2012-2020.* Retrieved from: https://www.mdsocialesa2030.gob.es/derechos-sociales/poblacion-gitana/docs/estrategia_nacional/Estrategia_nacional_poblacion_gItana_2012_2020.pdf

Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press. https://doi.org/10.1017/CBO9780511667336

Porto, M., Houghton, S. A., & Byram, M. (2018). Intercultural citizenship in the (foreign) language classroom. *Language Teaching Research*, *22*(5), 484-498. https://doi.org/10.1177/1362168817718580

Persaud, C. (2024). Bloom's Taxonomy, the ultimate guide. *Top Hat* [Blog]. Retrieved from https://tophat.com/blog/blooms-taxonomy/

Universidad de Valladolid
Sheila del Pozo Miguez

Qiu, J. & Xu, K. (2015): *Language and Culture from the Communicative Perspective in the Context of Globalization. Proceedings of the 2015 International Conference on Humanities and Social Science Research*. Atlantis Press. doi.org/10.2991/ichssr-15.2015.16

Richards, J. (2006). *Communicative Language Teaching Today*. Cambridge University Press. Retrieved from: https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf

Romañach J, & Lobato M. (2005). Diversidad Funcional, nuevo término para la lucha por la dignidad en la diversidad del ser humano. *Foro de Vida Independiente*. Retrieved from http://forovidaindependiente.org/wp-content/uploads/diversidad_funcional.pdf

Rose, D.H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for Learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Silva Salinas, S. (2003). *Atención a la diversidad : Necesidades educativas: Guía de actuación para docentes* [Book]. IdeasPropias.

United Nations Educational, Scientific and Cultural Organization (2006). *UNESCO Guidelines on Intercultural Education*. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000147878

United Nations Educational, Scientific and Cultural Organization (2020). *Towards inclusion in education: status, trends and challenges: the UNESCO Salamanca Statement 25 years on.* https://doi.org/10.54675/ASIM9654

United Nations Organization (2015). *Transforming our World: the 2030 Agenda for Sustainable Development.* Retrieved from: https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf?_gl=1*up2x7m*_ga*MzI4MzcwMTA0LjE3MTU3OTAzNzc.*_ga_TK9BQL5X7Z*MTcxODExNDQxOS4yLjEuMTcxODExNTI3OC4wLjAuMA..

United Nations Organization (1948). *Universal Declaration of Human Rights.* In United Nations Educational, Scientific and Cultural Organization (2006). *UNESCO Guidelines on Intercultural Education*. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000147878

Universidad Internacional de la Rioja (2022). *¿Qué es la diversidad educativa?* UNIR Revista. Retrieved from https://www.unir.net/educacion/revista/diversidad-educativa/

Villatoro Bongiorno, K. (2015). *Diversidad Funcional*. Jornada Internacional "El futuro de los servicios sociales en un contexto de cambio" [Conference]. Valencia, Spain. https://doi.org/10.13140/RG.2.1.3897.0965

Willis, J. (1996). *A Flexible Framework for Task-Based Learning.* Longman, London. Retrieved from:

Universidad de Valladolid
Sheila del Pozo Miguez

https://www.academia.edu/30503745/A_flexible_framework_for_task_based_learnin
g_An_overview_of_a_task_based_framework_for_language_teaching

Universidad de Valladolid
Sheila del Pozo Miguez

APPENDIX I: LESSON PROPOSAL CHART

Stage: CSE	Year/level: 1st	Timing: Seven sessions

Stage aims:
  A, B, G, I, L
a) Responsibly assume their duties, know and exercise their rights with respect for other people, practice tolerance, cooperation and solidarity between people and groups, exercise in dialogue strengthening human rights as common values of a plural society and prepare for the exercise of democratic citizenship.
b) Develop and consolidate habits of discipline, study and individual and teamwork as a necessary condition for effective performance of learning tasks and as a means of personal development.
g) Develop the entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative and the ability to learn to learn, plan, make decisions and assume responsibilities.
i) Understand and express oneself in one or more foreign languages appropriately.
l) Appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.

Key competences	Specific competences
A, B, E, F, H	*Specific competence 1:*
- Competence in linguistic communication. - Multilingual competence. - Personal and social competence and learning to learn. - Citizen competence. - Cultural expression and consciousness competence.	Understand and interpret the main ideas and basic lines of argument in texts expressed in standard language, seeking reliable sources and making use of strategies of inference and verification of meaning, in order to respond to the communicative needs posed. *Specific competence 2:*

	Produce original texts, of increasing length, clear, well organized and detailed, using using strategies such as planning, synthesis, compensation or self-repair, to express ideas and arguments in a creative, appropriate and or self-repair, in order to express ideas and arguments creatively, appropriately and coherently, according to specific communicative coherently, according to specific communicative purposes.
	Specific competence 3:
	Interact actively with others, with sufficient fluency and accuracy and with spontaneity, using cooperative strategies and employing analogue and digital resources, to respond to communicative purposes in exchanges respectful of the rules of politeness.
	Specific competence 5:
	Expand and use personal linguistic repertoires between different languages and varieties, reflecting critically on their functioning, and making explicit and sharing their own strategies and knowledge, respecting cognitive, social and cultural diversity, to improve the response to their communication needs.
	Specific competence 6:
	Critically appreciate and adapt to linguistic, cultural, and artistic diversity through the foreign language, identifying and sharing similarities and differences between languages and cultures, in

Universidad de Valladolid
Sheila del Pozo Miguez

Contents	Assessment criteria
	order to act empathetically and respectfully in intercultural situations.
Contents	**Assessment criteria**
a. **Communication** A4, A5, A6, A13 b. **Multilingualism** B1, B3 c. **Interculturality** C1, C3, C5 **Structure 9**	1.1 2.1 2.2 2.3 3.1 5.3

Universidad de Valladolid
Sheila del Pozo Miguez

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7
Activity 1 Final task explanation **Activity 2** TPR quantifiers - international menus **Activity 3** Video lesson **Activity 4** Listening comprehension exercises: general idea true or false match the ingredients	**Activity 1** Grammar review - grid completion **Activity 2** Battleship	**Activity 1** Reading: traditional food **Activity 2** Vocabulary intro: match ingredients to the menu/match ingredients to the recipe	**Activity 1** Pre role play activity **Activity 2** Role play at a restaurant	**Activity 1** Gymkhana	**Activity 1** Project preparation	**Activity 1** Project presentation **Activity 2** Self-assessment

SESSION 1	
Specific competences 1, 2	**Can do statements** **The student:** 1.1.1. Understands the instructions of the final project. 2.1.1. Uses at least one example of each structure of the there is/there are structures. 1.1.2. Identifies at least one of the examples of quantifiers on the video.
Contents A3 A4 A5 Structure 9	**Learning situations and activities**
	Final task explanation (5 minutes)
	TPR there is/there are – quantifiers with easy vocabulary (25 minutes)
	Watch the video: get the general idea (5 minutes)
	Rewatch the video: listening comprehension exercises (15 minutes)

Universidad de Valladolid
Sheila del Pozo Miguez

Activity/task number 1 - Session number 1		
Title: Final task explanation	**Type:** Introduction	**Timing:** 5 minutes
Classroom management: Individually.	**Resources**: None.	

Input

Hello guys, how are you today?

I'm going to work on different activities during this unit, and they will lead to a final task, which you will work on at the end of the unit. That is, you will have to do a final project at the end of the teaching unit, but keep calm because I am about to explain it. The final project will consist of a recipe, which has to include all the vocabulary and grammar that we have learnt. You Will have to write, present and record a video of yourselves making the recipe at home, and you will show your classmates during the last session.

This final project is going to be carried out in groups of four people and I am going to be the one making the groups tomorrow, because today you will work individually during the introduction of the unit. You cannot choose your own groups. (The students get upset about this). Don't worry! This way you will go out of your comfort zone and work with different people!

So, the project will consist of two phases: the first phase, where you will look for information about the recipe and you will créate the written version; and the second phase, where you will record a video making the recipe and show it to the rest of the class. You will become real cooks! You will have time to prepare for all of this during the last sessions of the units, don't worry. But you will work on it at home, obviously when it comes to making the video, but also finish the written version before the last session, where you will have to present your projects. Any questions on this? (waits for an answer. The students asks several questions and the teacher clarifies any possible doubts) Great!

Activity/task number 2 - **Session** number 1		
Title: TPR There is / There are – Countable / Quantifiers	**Type:** Introduction	**Timing:** 20 minutes

Universidad de Valladolid
Sheila del Pozo Miguez

Class management: Individual work	**Resources**: Blackboard, printed menus, food flashcards

Input

    Okay, now we're going to start with the unit. (The teacher displays some menu sheets on the interactive board). Look at these menus. Can you see them? Okay, let's start with the first one.

    In this menu, there is some salad and there is some chicken. But there isn't any soup, and there aren't any chips. (The teacher describes the rest of the menus using affirmative and negative sentences).

    Now, look at me. In this menu, there is some salad (the teacher sticks a picture of a salad right next to that menu), there is some chicken (she does the same with a picture of some chicken). But there isn't any soup and there aren't any chips (she shows the pictures to the students but does not stick them next to that menu). (She does the same with the rest of the menus).

    Are there any fries in this menu? Yes, there are. What about this menu? No, there aren't. Is there any cheese in this menu? (The teacher makes a gesture to let students answer, and they do) (They do several examples).

    (The teacher hands in copies of the menus and the flaschards with the dishes to all of the students. She starts with the same dynamics of sentence-talking and she implicitly indicates students to mime her when matching the flashcards with the correct menu. The teacher describes a menu and the students match the dishes to the menu).

    Okay, great! Now, listen. You need to hold up the menus I describe, okay? For example, in this menu there aren't any tomatoes, but there is some fruit. (The teacher holds up the correct menu and the students do so). (The teacher uses some more examples).

    Now, I need some volunteers. (One student comes to the front). You have to do the same as I did, describe the menus for your classmates to identify and put up. (The volunteer does as he was told). Perfect! Anyone else want to try? Okay!

Activity/task number 3 - **Session** number 1		
Title: Video lesson	**Type:** Introduction	**Timing:** 5 minutes
Class management: Individual work	**Resources**: Whiteboard	

Universidad de Valladolid
Sheila del Pozo Miguez

Input

Okay, guys. Now we're going to watch a short video where we will see some examples of the structure we just worked on, so you will get an idea about how it works in real language. I would like you to watch the video and just try to understand what the story is about, because I will ask someone to summarise the general idea in a few words. Ready?

(The teacher plays the video once.)

Okay, then. Carlos, what was the video about? (The student tries to make a few sentences to tell the general idea of the video). Well done, anyone wants to add anything to what he said? Alright then!

Activity/task number 4 - **Session** number 1

Title: Rewatch the video - listening comprehension exercises	**Type:** Introduction	**Timing:** 15 minutes
Class management: Individual work		**Resources**: Whiteboard and worksheet

Input

Now, we're going to watch the video again, and do the comprehension exercises. (The teacher hands in the worksheet with the exercises).
Are you ready? Let's watch.

Universidad de Valladolid
Sheila del Pozo Miguez

SESSION 2	
Specific competences 1, 2, 3	**Can do statements:** **The student** 1.1.3. Identifies the different structures of there is/there are and the suitable quantifiers. 2.1.2. Uses orally each of the forms of there is/there are and the suitable quantifiers in at least one sentence for each form/quantifier. 3.1.1. Collaborates respectfully and equally with his/her classmates.
Contents A3 A4 A5 Structure 9	**Learning situations and activities**
	Quick revision of the structure and quantifier (10 minutes)
	Battleship (40 minutes)

Universidad de Valladolid
Sheila del Pozo Miguez

Activity/task number 1 - **Session** number 2		
Title: Quick review	**Type:** Reinforcement	**Timing:** 10 minutes
Class management: Individual work		**Resources**: None.

Input

Good morning guys! How are you today? Do you remember what we worked on yesterday? (The students raise their hand, the teacher points to one of them and they answer orally). Exactly! There is/there are and the quantifiers. We saw how to make affirmative, negative and interrogative questions, and when to use each quantifier. Let's do a quick review, just discussing a few examples orally.

(The teacher asks a few questions so the students make affirmative, negative and interrogative questions using the past continuous in an oral way.)

Okay, well done, guys. Now let's move on to the next activity, you're going to like it.

Activity/task number 2 - **Session** number 2		
Title: Battleship	**Type:** Reinforcement	**Timing:** 40 minutes
Class management: Team work, groups of 4		**Resources**: Printed boards to play, digital board to look at the sentences

Universidad de Valladolid
Sheila del Pozo Miguez

Input

Okay, guys. Now, we are going to play *Battleship* to continue practicing there is/there are structures and quantifiers (the students get excited about the game). You all know what this game is about, right? (The students nod and smile). Okay, then. First of all, we need to make five groups of four. I'll make the teams and you will work in these teams for the rest of the days, the activities and most important, for the final project! (The teacher distributes the teams). Now, to play the game, you need to make pairs because it will be a battle of two versus two. Okay, now I'm going to hand you the game boards for you to use (the teacher hands in the sheets). So, listen carefully now! The game goes as follows:

- The aim is to sink the opponent's fleet. First, each pair must design their fleet by drawing their ships on their board (one ship occupying one square, one ship occupying two squares and one ship occupying three squares). Then, in turns, each pair will have to select a square on the board that they want to shoot at and complete sentences using the studied structures and quantifiers. To know what sentences you have to make, you will need to look at the whiteboard where I selected one example in each grid. So, if you want to shoot, for instance, A1, you need to look at A1 on the whiteboard and try to complete the example I give you on A1.

- If you do so, the shot will be valid. If not, the shot will not be valid and the turn will pass to the other team.

- If you get a good shot, your opponent will say "Hit!". If you miss, they will obviously say "Miss!". If you sink a ship, they will let you know by saying "Sunk ship!".

- The first pair to sink the opponent's fleet or, failing that, who have sunk the most ships until the end of the activity, will win the game.

- On your worksheet, each pair will have three boards with a 25-square grid each: a board to design your fleet, another to shoot at the opponent's fleet. As I told you, there will be a third board on the whiteboard, where you will see the examples you need to use in each grid.

You got it? Any questions? Okay then, ready, set, go!

(The students start playing)

We have some winners!! Congratulations! I was monitoring you and I have to say you tried your best in general, so good job, guys! I hope you liked this activity, it's a different way to practice grammar orally. Let's get the tables back to their place and tidy up. I'll see you next day. Have a nice day!

SESSION 3	
Specific competences 1	**Can do statements** **The student:** 1.1.3. Identifies the key information accurately in the text. 1.1.4 Identifies at least one form of there is/there are structures in the text. 1.1.5 Understands the relevant vocabulary by matching recipes to the ingredients
Contents A4 A6 B1 Structure 9	**Learning situations and activities**
	Reading (25 minutes) • Identify general idea • Identify the examples • Match the sentences
	Vocabulary - match the ingredients to the recipe (25 minutes)

Activity/task number 1 - **Session** number 3		
Title: Reading	**Type:** Reinforcement	**Timing:** 25 minutes
Class management: Individual work		**Resources**: Reading worksheet.

Universidad de Valladolid
Sheila del Pozo Miguez

Input

Good morning, guys! How are you today? How's the week going?

Today, we're going to start with a reading task, you will do it individually. You will read text fragments describing different types of traditional food and then you'll do several reading comprehension activities. (The teacher hands in the worksheets to the students).

Please, read the different fragments carefully and ask for any vocabulary issues, except for the highlighted words, because you will need them later.

Now, look at the exercises. First, you will have to match each idea to the corresponding type of food. Secondly, you will determine whether the statements provided are true or false. Finally, as I told you, you will need those key words which are highlighted in the text. You need to find the correct definition for each highlighted word. Did you understand?

Okay, then, you can start doing the exercises, if you need, you can read the texts again.

Activity/task number 2 - **Session** number 3		
Title: Vocabulary - match the recipe to the ingredients	**Type:** Introduction	**Timing:** 25 minutes
Class management: Groups of 4		**Resources**: printed recipes and ingredient flashcards

Input

So, let's get into your groups, the groups we made when we played the game. Remember this is your team for all the teamwork and the project! (The students get together). Perfect.

I'm going to hand you some recipes and flashcards where you can see the new vocabulary we will work on during this unit. In this case: more food. (The teacher distributes the recipes). I think the activity is clear! You need to match the ingredients to their recipes. Try to do your best, if there are some words you don't know or understand, just skip to the next ones and leave them for the end, maybe then it will be easier for you. Work together. We will check together at the end.

(The students work on the exercise). (After some time…) Have you all finished? Okay, let's check together. (They check orally).

Well done, guys! We're done, see you next day. Enjoy your weekend!

SESSION 4	
Specific competences 1,2,3	**Can do statements** **The student:** 1.1.5. Relates and matches in a proper way the vocabulary provided by the teacher. 2.2.1. Uses at least one of the expressions they learnt during the role play activities. 3.1.1 Collaborates respectfully and equally with his/her classmates.
Contents	**Learning situations and activities**

A3 A4 B1	Vocabulary review: pin the recipes (10 minutes)
	Pre-role play (15 minutes)
	Role play (25 minutes)

Activity/task number 1 - **Session** number 4		
Title: Vocabulary review: pin the recipes	**Type:** Reinforcement	**Timing:** 10 minutes
Class management: Groups of 4		**Resources**: printed recipes and ingredient flashcards, glue, cardboard, pins

Input
You're going to glue the flashcards properly matched to their recipes on a cardboard I'm going to give you. After you finish, you will pin the cardboard on the board at the back of the classroom. This way, you will have all the vocabulary available to be checked whenever you want during the unit. Okay? So, let's craft!

Activity/task number 2 - **Session** number 4		
Title: pre role play	**Type:** Introduction	**Timing:** 15 minutes

Universidad de Valladolid
Sheila del Pozo Miguez

Class management: Groups of 4	**Resources**: worksheet

 Input
Okay, now, we're going to start with the role-play tasks. Today, you will become actors for a day, you will play the roles of waiters and customers in a restaurant!
But first, we need to do a warmup activity, where you will see the different expressions and vocabulary that you could use in the real role play activity we'll do later.

Activity/task number 3 - **Session** number 4		
Title: Role play – at a restaurant	**Type:** Reinforcement	**Timing:** 20 minutes
Class management: Groups of 4, restaurant-like setting	**Resources**: restaurant-related realia (menus, paper plates, aprons, notebooks, etc.)	

 Input
Okay, now it's time to perform the role play! Two people in your groups will be the customers, and the other two will be waiters. You have to design a situation in a restaurant, using the expressions and the vocabulary we have learnt previously.

Here are some items you can use to make it more realistic (the teacher gives some items away, such as aprons, paper plates, printed menus, etc.)

I will give you a few minutes to prepare your performance, and then you will show it to the rest of us. (The students get together and star planning their role play).

Okay! Time's up! Any volunteers to be the first ones? No one? Don't be shy!! Okay, this group will go first.

55

(the students perform the role play, one after the other).

That was quite good, there are some improvements we could take into account, though. Good job anyways! See you next day!

SESSION 5	
Specific competences 1,2,3	**Can do statements** **The student:** 2.1.3. Uses orally at least two examples of there is/there are structures with their suitable quantifier to solve a test in the game. 2.2.2. Writes at least two examples of there is/there are structures with their suitable quantifier to solve a test in the game. 2.1.4. Is able to orally use at least three words from the vocabulary covered in previous lessons. 3.1.1 Collaborates respectfully and equally with his/her classmates.
Contents (subject and crossed)	**Learning situations and activities**
A3 A4 A5 A13 B1 Structure 9	Gymkhana (50 minutes)

Universidad de Valladolid
Sheila del Pozo Miguez

Activity/task number 1 - Session number 5		
Title: Gymkhana	**Type**: Reinforcement	**Timing**: 50 minutes
Class management: Groups of 4	**Resources:** Envelopes, flashcards, worksheets, storycubes, pieces of paper to write, clues	

SESSION 6	
Specific competences 2, 3	**Can do statements** **The student:** 2.1.5 Expresses his ideas to his group using the English language fully. 3.1.1. Collaborates respectfully and equally with his/her classmates.
Contents A4 A5 A13 B1 Structure 9 **Interdisciplinary contents** ICTs, Arts and crafts	**Learning situation and activities** Creation of a recipe (50 minutes)

Universidad de Valladolid
Sheila del Pozo Miguez

Activity/task number 1 - **Session** number 6		
Title: Creation of a recipe	**Type:** Reinforcement	**Timing:** 50 minutes
Class management: Groups of 4	**Resources**: Computer, internet connection, pencil, crayons, felt tips, etc.	

Input

Good morning, guys! How are you? It's almost the weekend! Do you have any special plans? (The students answer informally). Well, today we're going to work on the final project, at last! First, we need to move to the computer room, so follow me. Be quiet. Now, please, get together into your groups and sit down, you may use one or two computers per team.

Okay, remember the gymkhana we played on Wednesday? In case you don't remember, every group had to guess the key word using the different groups. Those key words were actually different countries. You will use your country to look for a traditional recipe from there. For example, if you got Italy, you need to prepare a recipe that is traditional in the Italian cuisine! Do you understand?

Also, we're going to set some rules for the recipe:
- It has to be easy to make, remember you will cook/bake your own recipes at home and show us.
- Obviously, you need to use at least three quantifiers.
- Also, you must use at least three words from the vocabulary.

So, those are the rules for your recipe. I'm going to take into account how many of these rules you respected and how many you even improved! You'll have the whole class to prepare your recipe. You can use the computer to look for traditional recipes from your country and start your written version. You can choose between a PowerPoint/Canva presentation or a handwritten and decorated paper sheet/cardboard.

(The students start working on the recipe).

Okay guys! Time to tidy up! You worked hard, I have to say. If you haven't finished here, you can finish at home during the weekend, and remember you have to meet up to cook your recipes and record a video! The most important thing for the video is that we can see you and the ingredients clearly, as well as listen to you explaining the different steps to cooking the dish. I'm so looking forward to seeing your videos. Enjoy cooking! Have a nice weekend!

Universidad de Valladolid
Sheila del Pozo Miguez

SESSION 7	
Specific competences 2, 3, 5	**Can do statements** **The student:** 2.1.6. Shows the steps of the recipe according to what the written recipe expresses. 2.1.7. Explains the recipe in a fluent manner. 3.1.1. Shows collaboration with their teammates. 5.1.1. Reflects in a conscious way on their individual and team work during the unit.
Contents A3 A4 A5 A13 B1 B3 Structure 9	**Learning situations and activities**
	Get ready with the presentation (5 minutes)
	Oral presentation and video of the recipe (35 minutes)
	Self-assessment (10 minutes)

Activity/task number 1 - **Session** number 7		
Title: Get ready with the presentation	**Type:** Reinforcement	**Timing:** 5 minutes
Class management: Groups of 4	**Resources**: Recipes (digital or analogical)	

Universidad de Valladolid
Sheila del Pozo Miguez

Input

Hello, guys! How are you doing? How was your weekend? (The students sit down and speak informally). I hope you relaxed. Today is the day! You're going to present your final projects and we'll wrap up the unit, finally!

Before you start presenting, I'm going to give you a few minutes to get ready, so you can discuss last-minute changes. Okay? So, get together and get ready with the presentation!

Activity/task number 2 - **Session** number 7

Title: Recipe presentation	**Type:** Final task	**Timing:** 35 minutes
Class management: Groups of 4		**Resources**: Recipes and videos

Input
 Okay, now it's time for the presentations!
 (After all the groups have presented the project…) We're done with the presentations! They were quite good, thank you for your great work. Congratulations!

Activity/task number 3 - **Session** number 7

Title: Self-assessment	**Type:** Self-assessment	**Timing:** 10 minutes
Class management: Individually		**Resources**: Self-assessment rubrics

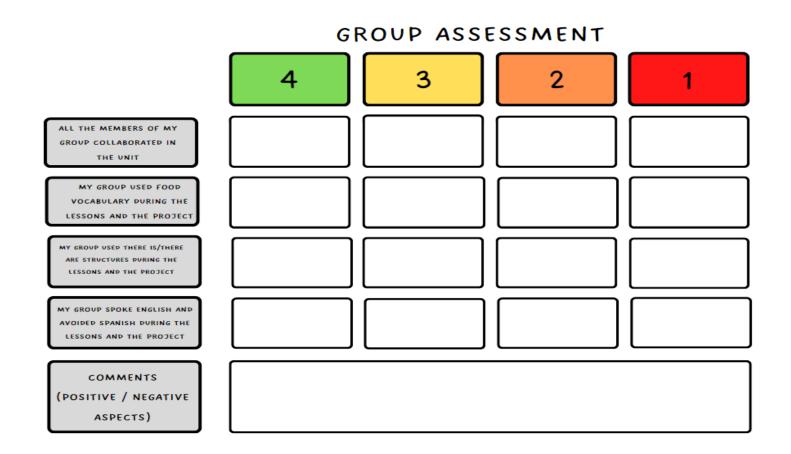Universidad de Valladolid
Sheila del Pozo Miguez

Input

Okay, guys. The unit has come to an end. We're going to close our work with a very short closing activity. I would like you to reflect on your work during these days I've been working on the unit with you. You're going to assess, evaluate, different aspects of your work as a group. Here's some rubrics you must use. (The teacher hands some sheets with the rubrics). Here, you can see the different aspects you have to evaluate, and you have to rate it from 1 to 4, being 1 the worst rate, and 4 the best rate, obviously.At the end of the rubrics, you can see a big space. Please, I'd like you to write any comments you'd like to highlight, both positive and negative. This is going to help me very much. Please, be honest! Nobody is going to see your comments except me. Okay? Go ahead!

(The students work on the assessment).

(The teacher collects the rubrics) Well, that's all, guys! Thank you for your attention and your effort during the unit! I'll see you next day.

Universidad de Valladolid
Sheila del Pozo Miguez

APPENDIX II. ASSESSMENT RUBRICS

1. SELF ASSESSMENT (SESSION 7)

GROUP ASSESSMENT

	4	3	2	1
ALL THE MEMBERS OF MY GROUP COLLABORATED IN THE UNIT				
MY GROUP USED FOOD VOCABULARY DURING THE LESSONS AND THE PROJECT				
MY GROUP USED THERE IS/THERE ARE STRUCTURES DURING THE LESSONS AND THE PROJECT				
MY GROUP SPOKE ENGLISH AND AVOIDED SPANISH DURING THE LESSONS AND THE PROJECT				
COMMENTS (POSITIVE / NEGATIVE ASPECTS)				

Universidad de Valladolid
Sheila del Pozo Miguez

2. ASSESSMENT OF THE FINAL PROJECT (SESSIONS 6 AND 7)

WRITTEN RECIPE (15%)	EXCELLENT	GOOD	NEED IMPROVEMENT	LOW PERFORMANCE	PERCENTAGE
THE STUDENTS (GROUP ASSESSMENT)	4	3	2	1	
Use at least three examples of there is/there are structures with the suitable quantifier (2.2.3)	Use more than three examples of there is/there are structures with the suitable quantifier.	Use three examples of there is/there are structures with the suitable quantifier	Use less than three examples of there is/there are structures with the suitable quantifier	Use only one or no examples of there is/there are structures with the suitable quantifier.	50%
Use at least three of the words in the vocabulary of the unit. (2.2.4)	Use more than three terms related to food vocabulary (learnt in this unit).	Use three terms related to food vocabulary (learnt in this unit).	Use less than three terms related to food vocabulary (learnt in this unit).	Use only one or no terms related to food vocabulary (learnt in this unit).	50%

ORAL PRESENTATION + VIDEO (15%)	EXCELLENT	GOOD	NEED IMPROVEMENT	LOW PERFORMANCE	PERCENTAGE
THE STUDENT (INDIVIDUAL ASSESSMENT)	4	3	2	1	
Explains the recipe according to what the written version expresses (2.1.6)	Presents the very same information taken from the recipe.	Presents almost the same information from the recipe.	Presents only a small part of the same information from the recipe.	Does not present any of the same information from the recipe.	33%
Explains the recipe in a fluent manner. (2.1.7)	Speaks completely fluently.	Speaks rather fluently but there is slight hesitation.	Speaks with several examples of hesitation or a few mistakes.	Cannot speak a single line without hesitation or mistakes.	33%
Shows collaboration with their teammates. (3.1.1)	Knows exactly when their turn to speak is and participates equally in the video recipe.	Knows their turn of speaking but does not participate equally in the video recipe.	Sometimes needs to be reminded when to speak and does not participate equally in the video recipe.	Always needs to be reminded when to speak and participates poorly in the video recipe.	33%

Universidad de Valladolid
Sheila del Pozo Miguez

Universidad de Valladolid
Sheila del Pozo Miguez