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TITLE

INTEGRATIVE DIDACTIC UNIT: EMPOWERING STUDENT LEARNING THROUGH INNOVATIVE METHODOLOGIES

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RESUMEN

La tecnología moderna es cada vez más importante en la educación, y es crucial integrarla eficazmente en el proceso de aprendizaje. Una de las dificultades que presenta la integración de la tecnología contemporánea en la educación es la ausencia de instrucciones claras sobre cómo utilizar las herramientas y los recursos disponibles de forma pedagógicamente satisfactoria. Esta tesis pretende colmar esta laguna ofreciendo un enfoque didáctico exhaustivo que no sólo identifique las tecnologías contemporáneas significativas, sino que también ofrezca instrucciones precisas sobre cómo integrarlas con éxito en el aula. Este proyecto se centrará en el desarrollo de una propuesta didáctica integrada que hará hincapié en métodos metodológicos como AICLE, el aprendizaje cooperativo, la gamificación y el aprendizaje basado en proyectos, entre otros. El objetivo principal es crear un plan que tenga en cuenta las demandas e intereses de los estudiantes en el mundo digital contemporáneo. Además, se tratará de hacer uso de la tecnología contemporánea para proporcionar un entorno de aprendizaje vivo y atractivo, fomentando la participación activa de los estudiantes y aumentando su motivación.

PALABRAS CLAVE

CLIL, gamificación, Unidad didáctica integrada, TIC, motivación.

ABSTRACT

Modern technology is becoming increasingly important in education, and it is crucial to effectively integrate it into the learning process. The absence of clear instructions on how to utilize the tools and resources at hand in a way that is pedagogically successful is one of the difficulties presented by the integration of contemporary technology in education. This thesis seeks to close this gap by offering a thorough didactic approach that not only identifies significant contemporary technologies but also offers precise instructions on how to integrate them successfully in the classroom. This project will focus on developing an integrated didactic proposal that will emphasize methodological methods such as CLIL, cooperative learning, gamification, and project-based learning, among others. The major goal is to create a plan that takes students' demands and interests into account in the contemporary digital world. Also, it would try to make use of contemporary technology to provide a lively and appealing learning environment, encouraging students' active engagement and boosting their motivation.

KEYWORDS

CLIL, Gamification, Integrative Didactic Unit, ICT, motivation.

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1. INTRODUCTION

1.1. Justification

Due to the expanding significance of cutting-edge technologies in the field of education and the requirement to adjust teaching methods to the ongoing changes in the digital world, it is required to complete a final degree project with these features. The purpose of this dissertation is to close the existing gap in pedagogic ideas that successfully incorporate the latest technologies into the learning process.

First and foremost, children are constantly exposed to a variety of technology since we live in a culture that is becoming more networked and computerised. However, these technological instruments are frequently not utilised well in the educational setting, restricting the learning capacity of students and impeding their readiness for the modern workplace. Therefore, it is essential to create didactic approaches that include innovative technologies into the teaching-learning process in a cohesive and relevant way.

Second, gaps exist in the integration of modern technology in education. While many technical tools and resources are accessible, there is sometimes a dearth of clear instruction on how to utilise them in a pedagogically effective manner. This TFM aims to address this need by offering a complete didactic approach that not only identifies important modern technologies, but also gives clear guidance on how to effectively integrate them in the classroom.

Therefore, this TFM was chosen because of my interest in and dedication to enhancing education via the use of modern technology. I am convinced that technology have the ability to revolutionise the way we teach and learn, and I feel it is critical to design pedagogical practises that take use of this potential. By choosing this issue, I hope to make a big contribution to the educational community by giving a strong and realistic teaching idea that instructors can apply and that will benefit students.

After establishing the main pillars of this initiative, a description of the many components that comprised it is required for a more detailed understanding of this project. The theoretical framework and the didactic proposition are the paper's two primary elements. The integrative didactic unit's theoretical foundations are established in the theoretical framework portion, whilst the didactic proposal section offers a detailed description of the unit itself.

The study covers the growing development of pupils in primary school in the theoretical framework. This involves investigating the cognitive, social, emotional, and physical components of student development and how these influence educational techniques. The

theoretical roots of CLIL, gamification, project-based learning, and cooperative learning are also highlighted in this section. Language acquisition, bilingual education, content-based instruction, motivation, engagement, constructivism, and socio-cultural learning are among the theoretical underpinnings covered. The study builds a sound theoretical foundation for the integrated didactic unit by examining these theories.

The report then moves on to the didactic proposal, which details the precise components of the suggested teaching technique. It starts with curricular concretion, which involves converting broad educational goals into particular goals for the integrated didactic unit. These objectives include language learning goals, content knowledge targets, and critical competency development. The part also tackles the identification and specification of fundamental information that students will gain during the unit, as well as the incorporation of values and ethical issues into the curriculum.

In addition, the didactic plan emphasises the unit's interdisciplinary aspect, emphasising how it connects and integrates numerous topic areas or fields. This interdisciplinary approach develops a comprehensive understanding of the topic and the capacity to integrate disparate domains of knowledge. The didactic transcription describes the instructional tactics, learning activities, materials, and assessment methods employed in the unit in depth. It guarantees that theoretical underpinnings and curricular concretion are converted into effective teaching and learning practises.

Evaluation is an important component of the integrated didactic unit, and it is covered in the section on educational process evaluation. This encompasses both the learning and teaching processes being evaluated. The evaluation of the learning process focuses on analysing and monitoring student progress and attainment of learning objectives. To monitor student improvement, many assessment approaches such as formative assessments, performance assignments, and self-evaluation tools are used. The purpose of the teaching process assessment is to analyse the efficacy and quality of education using methods such as self-reflection, peer observation, and feedback systems.

1.2. Objectives

In this thesis dissertation, a number of objectives are proposed with the goal of developing an integrated didactic proposal for learning using innovative technologies. These goals entail a variety of critical aspects in the implementation of technologies in the educational setting, with the goal of improving the teaching-learning process and enhancing students'

abilities. The general objective is to provide a solid and practical proposal to maximise the potential of innovative technologies in education through the identification and selection of appropriate technologies, the creation of interactive digital resources, the promotion of collaboration and critical thinking, teacher training, and impact assessment. Similarly, the proposal aims to achieve several objectives, including but not limited to:

1. Generate an integrated didactic proposal that includes cutting-edge technologies such as mobile apps, online platforms, and virtual reality, among others, with the goal of enhancing the teaching-learning process and increasing student motivation.
2. Create digital educational resources and interactive materials that allow for the successful use of modern technology in various learning activities and projects.
3. Propose collaborative activities and dynamics that encourage student cooperation, communication, and active engagement, using the capabilities and tools afforded by modern technology.
4. Promote educational inclusion and equity via the use of modern technology, and ensuring that all students, regardless of abilities or circumstances, have access to and benefit from available learning opportunities.
5. Train teachers in the efficient use of new technologies, including offering training and materials that enable them to integrate these tools in a pedagogical manner, promoting their adaptation and appropriation in the educational environment.

2. THEORICAL FRAMEWORK

2.1. The student's evolving development in primary education

On the basis of many factors, the development of children in the first cycles of primary school may be examined and compared using several criteria. In this respect, in accordance with Moreno's doctrinal principles, the idea of development that we are going to utilise in the current study is that of "those processes of change that a person endures throughout the life cycle" (2007). Many types of changes may occur, including ones that affect the mind, personality, social interactions, the body, the environment, or moral behaviour.

As a result, the examination of student development has typically been explored from the perspectives of four paradigms: constructivism, behaviourism, cognitivism, and psychoanalysis.

First, from a **constructivism** standpoint and following the guidelines proposed by Honebein (1996), a person grows in one way, or another based on the environment by focusing on the traumatic events that they go through.

Second, via the **behaviorist** lens. This paradigm is unquestionably the most radical since it holds that a person can only develop in a unique way when exposed to stimuli and sensory information. A person can evolve at a level independent of inputs and sensory data. (Skinner, 1953)

Thirdly, the analysis relies on **cognitivism** theory. Without a question, the most contemporary and well-liked paradigm is the final one. Accordingly, the majority of experts and theorists concur that three key factors primarily affect how children develop: the environment, which includes everything that affects their surroundings and the activities they engage in; the biological aspect, which includes everything related to a person's genetic heritage; and the physical aspect, which is directly related to the aforementioned factors.

Moreover, this research examines how the mind absorbs and comprehends information through its cognitive functions. Information must also be gathered via the senses in order for this to be feasible. The guiding concepts of this movement are based on a variety of factors. According to the aforementioned characteristics, the first point of analysis is that people develop at varying speeds. From this, it can be seen that development is a generally ordered process, meaning that behaviours follow one another in a steady and predetermined chronological order. Piaget and Vygotsky, among other subsequent famous authors, are the founders of this ideological trend. According to Piaget (1981), maturation—that is, changes in the person's biology or genetics—and their daily activities are what cause development.

Therefore, from the point of view of Piaget, the main **characteristics of learning** are: relative, which means that new information is not simply added to memory but rather understood in terms of prior knowledge, so that learning is combining what is new with what is known; functional, which means that we acquire knowledge for a purpose, and that purpose may be motivated by various circumstances such as survival or succeeding in the environment; and dialectical, which is how new knowledge is combined with existing knowledge.

2.2. Theoretical foundations of CLIL, gamification, project-based learning, and cooperative learning.

2.2.1. *CLIL*

UNICOM, the University of Jyväskylä (Finland), and the European Platform for Dutch education came up with the name of Content and Language Integrated Learning (CLIL) in 1994, and it was introduced in 1996. It is regarded as the European method of bilingual education and has gained support as a potential force for success in language acquisition and as a possible solution to the continent's and our country's present foreign language shortage.

Following the definition provided by Marsh & Langé (2000), CLIL is defined as a generic or umbrella term used to refer to “a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language”. The dual-focused element emphasises the fact that CLIL has two goals: one is language-focused, while the other is subject- or theme-related. The environment's primary language is typically not the supplementary language. Last but not least, the focus on both language and content highlights CLIL's defining characteristic, which is the blending of previously disjointed curricular components to merge these two aspects of learning.

The dual-focused element emphasises the fact that CLIL has two goals: one is language-focused, while the other is subject- or theme-related. The environment's primary language is typically not the supplementary language. Last but not least, the focus on both language and content highlights CLIL's defining characteristic, which is the blending of previously disjointed curricular components to merge these two aspects of learning. That is where its uniqueness, ingenuity, and revolutionary nature are found. Its "planned pedagogic integration of contextualised content, cognition, communication, and culture into teaching and learning practise" (Coyle et al. 2010) sets it apart from previous bilingual education projects. The 4 Cs framework is what Coyle (2007) refers to as the content (subject matter), communication (language acquisition and use), cognition (learning and cognitive processes), and culture (intercultural understanding and global citizenship).

These four components are all included in the 4Cs conceptual framework of CLIL. Cultural awareness, one of the four key components of the 4Cs framework, has received less attention in the research than language results and subject successes, despite CLIL's demonstrated benefits for learners' performance as it is expressed by Huang (2020). But according to a research carried out by Awan & Sipra (2018) employing a self-published CLIL culture coursebook, it can aid university students in improving their intercultural understanding

and cultural competence. The study also revealed that CLIL can support learners' development of global identities in the Knowledge Age.

Furthermore, in this section I would like to talk about the main pitfalls and disadvantages of approach. A possible benefit of CLIL is the greater presence of the FL in the curriculum, which leads to an increase in the amount of relevant input and exposure to the language. It gives more adequate, real, and unfettered input than standard language teaching. This promotes a rise in general language competence in the target language (TL) (especially in conversational abilities) as well as the development of specialised language terminology.

CLIL establishes an ideal setting for naturalistic, implicit, or accidental language learning, prioritising language acquisition above imposed learning approaches in terms of the learning dimension. CLIL provides a framework for more meaningful language acquisition by integrating the FL into topic areas. Learners participate in authentic communicative exchanges, using the FL to accomplish authentic goals, resulting in more efficient and effective learning results. The genuine integration of the FL in CLIL classes guarantees that language learning occurs in a situation that is representative of real-life language use. This authenticity exposes learners to the FL and allows them to acquire language abilities through real dialogue rather than isolated exercises.

Additionally, Yancheva (2021) established in her journal that CLIL works effectively in piqueing students' interest in both the subject being studied and the language being taught. CLIL may be used to reinvigorate foreign language instruction and increase students' learning motivation.

Nonetheless, a potentially significant disadvantage of CLIL practice has been observed. If CLIL assets were primarily held to influence pupils, the potential barriers would be addressed mostly by instructors, as it is exposed by Smith (2005). Nonetheless, they have an impact on learners and the overall curriculum, including the syllabus, materials, methods, and evaluation. Their lack of proficiency in the target language has emerged as a serious problem, as has the lack of assistance they receive from educational authorities and the scarcity of teacher training programmes. Indeed, the expectations placed on instructors by CLIL are significant: they must not only be topic specialists, but also have had training in second language pedagogy and be capable of giving enough language input, which is critical to success in these sorts of programmes. It is hardly surprising, however, that the official literature documents a deficit of CLIL teachers: the application of this technique is surpassing teacher education provision.

Another frequently mentioned barrier in the literature surrounding CLIL is the question of materials. One key difficulty is the scarcity and poor quality of content materials and instructional resources produced expressly for CLIL schools. Existing resources may be viewed as lacking in relevance, practicability, or appropriateness for CLIL training. As a result, instructors are frequently faced with the onerous task of creating their own resources, which can be a disincentive to efficiently using CLIL. An additional significant issue affecting CLIL is the methodology. Implementing CLIL necessitates a significant pedagogical investment in novel teaching practises, which may be alien to teachers who did not participate in them as students.

As a result, instructors may struggle to embrace and use CLIL approaches in their classrooms. They may require further professional development and assistance to get the pedagogical knowledge and skills required for effective CLIL training. Understanding how to create and deliver lessons that successfully integrate language and subject, scaffolding language learning, providing language assistance, and measuring language progress within the framework of topic-based instruction are all part of this.

2.2.2. *Gamification*

The term gamification is defined by Seaborn and Fels (2015) as the intentional use of game elements to achieve a playful experience in non-game tasks and contexts or in other words the implementation of game design features in contexts other than games. Following Fernández-Antolin et al. (2020), gamification has been applied in the field of education to develop cutting-edge instructional materials and boost student engagement. As pointed out Kiryakova et al. (2014) games have some distinctive features which play a key role in gamification:

- Everyone actively participates in the learning or engagement process through gamification. They take an active role in accomplishing activities, overcoming obstacles, and moving closer to certain goals. Due to their sense of involvement in the learning process or gamified experience, students are more engaged and motivated as a result of this participatory element.
- Gamification includes obstacles and assignments for pupils to complete. The goals or expected results of these actions are intended to be met. Users are given clear objectives to meet or issues to resolve, which call for the use of their abilities and expertise. The

introduction of challenges and tasks gives the gamified experience more purpose and direction.

- As they successfully complete assignments or challenges, students accrue points. Points are used to track development and success. Users receive quick feedback on their performance, which inspires them to work hard to achieve higher marks. Gaining points encourages a feeling of success and encourages users to participate actively in the gamified activities.
- Within the gamified experience, distinct phases or milestones are represented by levels. Based on their total number of points, users advance through levels. Within the gamified system, level growth represents mastery or advancement. The introduction of new difficulties, topics, or problems at each level keeps learners interested and promotes lifelong learning.
- Badges are visual representations of accomplished tasks or achievements in a gamified environment. As a reward for certain successes or milestones, pupils receive badges. Badges can be used to demonstrate competence, accomplishment of specified tasks, or mastery of specific abilities. They serve as acknowledgment signals and can instill a sense of pride and success in users.
- Students are ranked in a hierarchical order depending on their achievements or performance. Users may view how they rank in terms of points, levels, and badges in comparison to others. The addition of ranking to the gamified experience adds a competitive aspect, inspiring users to strive for better ranks and promoting friendly competition among players.

Further to this, I would like to point out the benefits of using Gamification in the class. First, gamification makes the learning environment more dynamic and entertaining. It catches students' attention and makes the learning process interesting by introducing game features such as challenges, prizes, and levels. This strategy encourages students to become more involved and motivated in their language learning journey, resulting in increased engagement and active participation (Fernandez-Antolin et al., 2014).

Besides, gamification has a natural influence on information retention since it taps into the brain's reward system. The element of rivalry, success, and quick feedback in games causes dopamine, a neurotransmitter linked with pleasure and reward, to be released. Dopamine

increases pupils' connection to the learning process, making language acquisition more remembered and pleasurable.

Moreover, gamification allows students to use their language abilities in actual and relevant circumstances. Language learning games frequently imitate real-life settings, allowing students to practise their language skills in circumstances they could experience outside of the classroom. This practical use of language information fosters a better comprehension of the language and improves students' capacity to apply their knowledge in real-world situations.

Last, gamification adds excitement and challenge to the foreign language learning process. It fosters a sense of success and advancement for students by combining gaming features like as points, badges, and leaderboards. This method promotes a good learning environment and boosts students' commitment to understanding the material being taught. It encourages individuals to establish objectives, measure their progress, and take charge of their educational path.

Overall, gamification in foreign language instruction boosts information retention, practical application, and a more enriched learning experience, in addition to increasing motivation and engagement. Gamification taps into learners' innate drive by incorporating aspects of play and competition into the language learning process, making language acquisition an entertaining and rewarding endeavour. Following these guidelines, it is noteworthy to mention a study carried out by Fernández-Portero & Castillo-Rodríguez (2022) in which they assessed the efficacy of a digital breakout to teach English as a Foreign Language (EFL) in higher education using a breakout and game-based learning platform. The results of the performed study demonstrate that the usage of games increases students' motivation, learning abilities, and readiness to learn.

2.2.3. Project-based Learning

Project-based learning (or PBL) is a student-centered method of instruction that is founded on three constructivist principles: learning is context-specific, learners participate actively in the learning process, and they achieve their objectives through social interactions and the sharing of knowledge and understanding (Cocco, 2006). Bento et al. (2019), also add that it is a teaching strategy in which students actively learn by working on projects or assignments that are intended to address issues or obstacles in the real world. Students use their knowledge and abilities to tackle complicated issues in this type of experiential learning, frequently working in groups to finish projects. This strategy enables students to obtain

knowledge and comprehension of the subject matter while also developing critical thinking, problem-solving, and teamwork abilities.

Talking about the main upsides of this methodology, we can also mention that students improve their communication, independence, and creative thinking skills, as it is mentioned by Guerra & Rodríguez-Mesa. (2021). It can also be used to increase students' involvement and motivation in the learning process. In general, project-based learning is a powerful instructional strategy that may support students in gaining a variety of abilities and information while also boosting their motivation and involvement in the learning process.

According to Carrillo et al. (2019), project-based learning (PBL) is aligned with current educational trends and aims. It is consistent with the emphasis on 21st-century skills, personalised learning, equity, and access for all students.

PBL allows students to explore their interests and work on projects that are relevant to their everyday life. This personalised learning strategy gives students a sense of ownership and autonomy in their educational path. PBL increases student motivation and engagement by linking learning to their interests and passions. It also fosters equity and access for all students. Students may participate in relevant and challenging learning activities regardless of their background or ability. PBL establishes a level playing field, allowing every student to participate in valuable projects and learn necessary skills.

Besides, it has the potential to promote social development and sustainability. Students gain a feeling of social responsibility and a knowledge of their position in society by working on projects that address real-world issues, fostering critical thinking, empathy, and a desire to effect good change. As a whole, PBL is a successful teaching strategy that supports current educational trends and objectives and may help students get ready for success in the twenty-first century.

2.2.4. Cooperative learning

Cooperative work is a successful teaching strategy in which a group of individuals work together in smaller groups on a project or assignment. It is a mode of instruction that encourages social engagement, active learning, and a feeling of community in the classroom as Slavin (2014) points out. It is also defined differently by different writers and researchers, and there is a lot of ambiguity and fluidity in the ways that it is conceptualised and defined (Semiz, 2020). However, cooperative learning is typically defined as a type of education that focuses on both

individual and group learning outcomes, small group activity, and interdependence among group members.

The outcomes are determined by the strength of the members in the team as well as individual performance. Everyone in the team is responsible for their portion of the job, which will be assessed both individually and collectively. Although not in a competitive manner, the performance of each person will impact the success of the group. Putting students into teams and giving them chances to work together, communicate, and learn from one another are all part of cooperative learning. The goal is for all group members to learn and succeed in accomplishing the work or project.

Following Johnson & Johnson (1999) the implementation of cooperative learning methodologies offers various advantages such as:

- Greater efforts to get a good outcome. It implies that involvement, cooperation, and active participation are essential for success in cooperative learning contexts. To get the best results, students must put effort and time into their studies.
- More positive relationships between students. Positive relationships contribute to a supportive and inclusive learning environment, promoting teamwork, empathy, and mutual respect among students. These positive relationships facilitate effective communication, cooperation, and collaboration, leading to improved learning outcomes.
- Improved mental health. It implies that collaborative learning settings might give students a sense of community, social support, and diminished feelings of loneliness or isolation. Cooperative learning's collaborative nature encourages healthy social connections, boosts self-esteem, and lessens stress.

It is necessary to highlight an investigation carried out by Castillo-Rodriguez & Prat (2014), in which they showed that the use of cooperative learning favours the teaching of CLIL. Cooperative learning is a viable technique for bilingual education, according to practically all poll respondents or respondents who agreed up to a certain extent.

3. DIDACTIC PROPOSAL

The didactic proposal, which aims to integrate the latest technology into the teaching and learning process, will be discussed in this section, providing answers to the fundamental questions of **what**, **when**, and **how** to assess.

Built upon a robust theoretical framework, this approach seeks to bridge the existing void in instructional concepts that effectively incorporate cutting-edge technology. Recognizing the pervasive presence of technology in children's lives within contemporary culture, it strives to address its integration in a cohesive and relevant manner.

The selection of topics for the integrated teaching unit will precisely address the question of "what to teach," ensuring their alignment with the learning objectives and their overall relevance. Additionally, careful attention will be given to the effective integration of technology while delivering these subjects.

Regarding the timing of instruction, a well-planned schedule will be developed to determine "when to teach," taking into consideration the logical progression of learning and the strategic incorporation of technology. This scheduling approach aims to optimize the impact of teaching and learning activities, ensuring a coherent and balanced integration of technology throughout the educational process.

Finally, in reference to our last question, "How to assess," the focus will be on evaluating the learning process and, indeed, the teaching process. Both are indispensable methods for efficient assessment.

3.1. Curricular concretion

3.1.1. Objectives

According to Antúnez et al. (1999), objectives are a **learning guide** and can be approached from different directions, thus adapting the didactic programme to the context of the classroom and the learner. In this sense, the objectives will mark our planning instrument.

Likewise, the objectives answer the question: **what do we teach for?** And they must be orientated to the acquisition of the basic competences. They must be adapted to a particular context and individually.

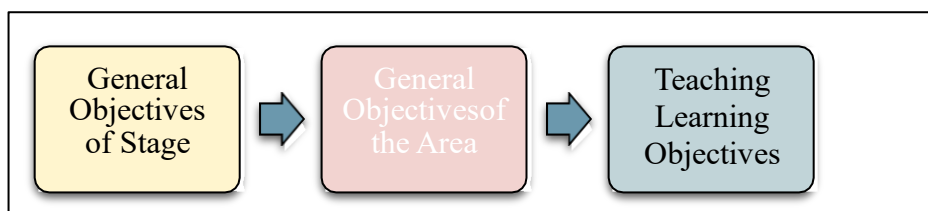


Figure 1. Correlation between objectives
(Own elaboration)

Moreover, the general objectives for our Primary Education Stage are indicated in the regulations currently in force, Organic Law 3/2020, of 29th December, which modifies Organic Law 2/2006, of 3rd May, on Education, LOMLOE. They are twelve objectives which are located in the official document previously mentioned, however I will highlight the specific objective related to our Foreign Language Area, which is:

F) to acquire basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by in everyday situations.

The same normative specifies, according to it, the General Objectives of the Area, which can be defined as 'the contribution made by the Foreign Language Area to achieve the Objectives of the Stage.' The following are the Area General Objectives:

Table 1. Relation between general objectives and stage objectives.

GENERAL OBJECTIVES OF THE FOREIGN LANGUAGE AREA (LOMLOE 3/2020 of 29th December)		Related to the STAGE OBJECTIVES (Royal Decree 101/2023 9th May Art.5)
1	To listen and understand messages in various oral interactions, using the transmitted information to carry out specific tasks related to students' experiences.	f) To acquire basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by in everyday situations.
2	To express and interact orally in simple and habitual situations using verbal and non-verbal procedures and having a respectful and cooperative attitude.	
3	To write texts with different purposes about topics that have been dealt with in the classroom and get support from models.	
4	To read comprehensively texts which are related to students' experiences and	

	interests to draw on general and specific information according to different objectives.	
5	To learn how to use all the means available to students with progressive autonomy, such as new technologies, in order to obtain information and communicate using the foreign language.	i) To start in the use for learning of the Information and Communication Technologies, developing a critical spirit to the received and elaborated messages. j) To use different representations and artistic expressions and to start in the building of Audiovisual proposals.
6	To value the foreign language and all the languages in general as a means of communication and understanding among people from different origins and cultures, and as a tool for learning different contents.	d) To know, comprehend and respect the different cultures and the differences between people, rights, and opportunities equality of women and men, and no discrimination of with disabilities, as well as recognizing the existing interculturality in Andalusia.
7	To show a receptive and confident attitude in their abilities to learn and use the foreign language.	b) To develop individual and group working habits, of effort and responsibility when studying, as well as a confident attitude, critical sense, personal initiative, curiosity, interest, and creativity in learning and entrepreneurship.
8	To use prior knowledge and experiences in other languages for a faster, more effective, and more autonomous acquisition of the foreign language.	a) To know and appreciate the values and rules of coexistence, to learn to act according to them, prepare for the active exercise of citizenship, and respect human rights, as well as the own pluralism of a democratic society.
9	To identify phonological aspects of rhythm, accentuation, and intonation, as well as linguistic structures and lexical aspects of the foreign language and use	m) To develop effective capacities in all areas of personality and social relationships,

them as basic elements of communication.	as well as an attitude against violence and sexist stereotypes.
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(Own elaboration)

Further to this, I will take into consideration some specific content objects addressed to the didactic proposal we present in this Final Dissertation.

1. To identify in oral and written form the vocabulary.
2. To show interest and respect to other countries and festivities.
3. To use the computer as a learning tool.
4. To distinguish the sound /ɜ:/ /e/.
5. To know how to create a tourist guide.
6. To be aware of the climate problem.

3.1.2. Basic Knowledge

Basic knowledge refers to the knowledge and skills we want our students to acquire or develop through the scheduled period, or “knowledge, skills and attitudes that constitute the contents of an area and whose learning is necessary for the acquisition of specific competences” (Decree 101/2023, 9th May).

Indeed, the contents answer the question of what to teach. We can say contents comprise social, ethical concepts, as well as procedures to understand and act in society. Therefore, the content will be of great usefulness in the knowledge creation to build up three types of knowledge:

- Knowledge related to facts, concepts, dates, and principles. Belonging this to the ‘know’ field. It allows us to think and talk about the world.
- Knowledge characterized as ‘knowing how’. Being related to skills and abilities.
- Knowledge related to values and attitudes. It belongs to the ‘know how to be’ field.

Referring to the organization of the contents, they are organized in three blocks from a holistic approach and take into account aspects related to the culture in Andalusia.

A. COMMUNICATION

- LE.03.A.1. Self-confidence. Error as a tool for improvement.
- LE.03.A.2. Basic strategies for understanding, planning and producing short, simple and contextualised oral, written and multimodal texts.

- LE.03.A.3. Knowledge, skills and attitudes which enable initiation into mediation activities in basic everyday situations.
- LE.03.A.4. Basic communicative functions appropriate to the domain and context: greeting, saying goodbye, introducing oneself and others; describing people, objects and places; placing events in time; placing objects, people and places in space; asking for and exchanging information on everyday matters; describing routines; giving directions and instructions; expressing belonging and quantity.
- LE.03.A.5. Contextual models and basic discourse genres in the comprehension, production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary: characteristics and recognition of context, organisation and structuring according to internal structure.
- LE.03.A.6. Basic linguistic units and meanings associated with these units such as expression of entity and its properties, quantity and number, space and spatial relations, time, affirmation, negation, interrogation and exclamation, elementary logical relations.
- LE.03.A.7. Basic vocabulary of interest to students, relating to personal identification, close interpersonal relationships, nearby places and environments, leisure and free time, healthy habits, education for affective-sexual health, everyday life, highlighting the importance of sustainability and care for the environment.
- LE.03.A.8. Basic sound, accentual, rhythmic and intonation patterns, and general communicative functions associated with these patterns.
- LE.03.A.9. Basic spelling conventions and meanings associated with formats and graphic elements. LE.03.A.10. Basic conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining and terminating communication, taking and giving the floor, asking for and giving clarification and explanation, comparing and contrasting, collaborating, etc.
- LE.03.A.11. Learning resources and strategies for guided information seeking in analogue and digital media.
- LE.03.A.12. Intellectual property of the sources consulted and contents used.
- LE.03.A.13. Basic analogue and digital tools in common use for oral, written and multimodal comprehension, production and co-production, and virtual platforms for interaction, cooperation and educational collaboration (virtual classrooms, videoconferencing, collaborative digital tools, etc.) for learning, communication and the development of projects with speakers or learners of the foreign language.

B. MULTILINGUALISM

- LE.03.B.1. Strategies and techniques for compensating for communicative shortcomings in order to respond effectively to a specific need, despite the limitations arising from the level of competence in the foreign language and in the other languages of one's own linguistic repertoire.
- LE.03.B.2. Basic strategies of common use to identify, organise, retain, retrieve and use linguistic units (lexis, morphosyntax, sound patterns, etc.) on the basis of a comparison of the languages and varieties which make up one's own linguistic repertoire.
- LE.03.B.3. Basic commonly used strategies and tools for self- and co-assessment, analogue and digital, individual and cooperative.
- LE.03.B.4. Basic commonly used vocabulary and expressions for understanding statements about communication, language, learning and the tools of communication and learning (metalanguage).
- LE.03.B.5. Elementary comparison between languages based on elements of the foreign language and other languages: origin and kinship.

C. INTERCULTURALITY

- LE.03.C.1. The foreign language as a means of communication and relationship with people from other countries, as a way of accessing new information and as a means of getting to know different cultures and ways of life, as well as a means of transmitting values of Andalusian culture.
- LE.03.C.2. Positive evaluation and interest in establishing contacts and communicating through different media with speakers or learners of the foreign language.
- LE.03.C.3. Basic cultural patterns of frequent use typical of the foreign language.
- LE.03.C.4. Basic and habitual sociocultural and sociolinguistic aspects of customs, daily life and interpersonal relationships, basic social conventions in common use, non-verbal language, linguistic politeness and digital etiquette typical of countries where the foreign language is spoken.
- LE.03.C.5. Basic strategies of common use to understand and appreciate linguistic, cultural and artistic diversity, based on eco-social and democratic values.
- LE.03.C.6. Strategies for detecting discriminatory uses of verbal and non-verbal language.

Having established the state basic knowledge that, I will use in this integrated didactic unit, it's time to give prominence to the specific contents attached to this unit. In order to ensure that the contents are as closely related as possible to the content objectives, I have divided them into 4 blocks:

The first block is **Listening, Speaking & Interaction where we will work on:**

- Talking about Homer, character which will guide them in the development of the unit.
- Talking about different countries in the world and its relationship with the Anglo-Saxon community.
- Listening to songs, specifically we will hear There is a light that never goes out from the Smiths.
- Following instructions by playing different games and strategies such as the TPR.
- Role-plays to simulate the different situations we can encounter while we are travelling abroad.

The second Block is directly addressed to work the skills of **Reading & Writing.**

- Reading about the Sustainable Development Goals and indeed the climate action goal.
- Understanding the reading through the development of different questions.
- Writing a brochure of a city.
- Finding out information using ICTs
- Reading about Hollywood, Almería, a piece of reading attached to the Andalusian Culture.

The third block is in order to work on the **Sociocultural Aspects**

- Learning about a city in Andalusia
- Learning about different cities and their cultures around the world.
- Showing respect towards another culture and traditions
- Awareness of environmental problems by showing them the sustainable development goals .

And the last block is the **linguistic knowledge** and is subdivided into:

- Stress, rhythm, and intonation in a song.
- Pronunciation of /ɜ:/ /e/
- Vocabulary: means of transports (bus, train, airplane, ship, car...), countries (Tanzania, Ireland, Morocco, Denmark, Albania, Japan, France, China, India, Greece, Germany,

Israel, Australia, Italy, Canada, Netherlands, EEUU, New Zealand, Mexico, Island, Cuba, Peru, Brasil, Thailand), places in a town (hospital, town centre, town hall, school, police office, museum, theatre, supermarket, hotel, post office, restaurant).

- Grammar: prepositions (up, down, next to, below, in front of, behind, under...), giving directions, there is/ there are.

3.1.3. Key Competences

Following the Decree 101/2023, 9th May, key competences are defined as the skills that are considered essential for students to progress with guarantees of success in their educational pathway and to face the main global and local challenges. They are the adaptation to the Spanish Education System of the key competences established in the Recommendation of the Council of the European Union of 22nd May 2018 on key competences for lifelong learning.

A requirement of the Competence Profile is cross-cutting, which means that every learning contributes to the accomplishment of the Competence Profile. The acquisition of each of the core skills aids in the acquisition of the others in the same manner. They are all specified in the learning of the various areas or fields and are then acquired and developed on the basis of the learning that takes place in all of them collectively. There is no hierarchy between them, and no exclusive correspondence can be established with a single area or field.

The competences that will be addressed in this unit are the following:

- Competence in linguistic communication.
- Multilingual competence.
- Mathematical competence and competence in science, technology and engineering.
- Digital competence.
- Personal, social and learning to learn competence.
- Citizenship competence.
- Entrepreneurial competence.
- Competence in cultural awareness and expressions.

Table 2. Relationship between key competences and their contribution in this proposal.

KEY COMPETENCES	HOW THIS PROPOSAL CONTRIBUTES TO ITS ACHIEVEMENT
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Competence in linguistic communication.	- Encourages oral communication through debates, presentations and dramatizations. - Stimulates written expression by writing texts and correcting mistakes. - Practises listening comprehension with recordings, podcasts and dialogues in English. - Improves reading comprehension by reading different types of texts. - Utilizes multimedia resources and promote interaction between students to develop communicative and critical skills.
Multilingual competence	- Uses different languages, both spoken and signed, appropriately and effectively in learning and communication. - Recognises and respect students' linguistic profiles, fostering an attitude of respect and acceptance towards the different languages present in the group. - Establishes interactions based on respect, tolerance and cooperation, through short, social dialogues between students. - Promotes the exchange of information and the construction of knowledge through the use of different languages. - Facilitates the creation of personal and social links through the use and appreciation of the different languages present in the school environment.
Mathematical competence and competence in science, technology and engineering	- Provides access to scientific resources in English. - Fosters scientific communication and international collaboration. - Teaches scientific and technical terminology. - Develops reading and comprehension skills. - Utilizes STEM-related digital resources.
Digital competence.	- Provides access to digital resources and tools in English. - Promotes of communication and collaboration in digital environments. - Develops of information and data literacy skills in English. - Cultivates digital safety awareness and digital ethics. - Fosters the creation of digital content in English.

Personal, social and learning to learn competence.	- Promotes of self-knowledge and personal growth. - Encourages of constructive collaboration. - Stimulates of resilience and adaptability. - Develops of autonomous and metacognitive learning skills. - Fosters empathy and conflict resolution.
Citizenship competence.	- Provides access to information about social, economic, legal, and political structures. - Enhances of global events and issues. - Develops of critical thinking skills. - Promotes of democratic values, human rights, and social justice. - Encourages of active civic participation and sustainable lifestyles.
Entrepreneurial competence.	- Provides access to knowledge and resources on entrepreneurship. - Develops of a mindset for recognizing and acting upon opportunities and ideas. - Cultivates of critical and creative thinking skills for innovation. - Encourages of a willingness to learn, take risks, and embrace uncertainty. - Enhances of decision-making abilities based on information and knowledge. - Promotes of effective communication, collaboration, and negotiation skills. - Facilitates of planning and management of sustainable projects with social, cultural, and economic value.
Competence in cultural awareness and expressions.	- Provides access to diverse cultural and artistic expressions in English. - Fosters understanding and respect for creative expression in different cultures. - Commits to developing and expressing personal ideas and sense of place in society. - Explores of personal identity and cultural heritage in a diverse world. - Acknowledges of the role of art and cultural manifestations in shaping our worldview.

(Own elaboration)

3.1.4. Education in values

The term cross-curricular content refers to ‘an opportunity to globalise teaching and to carry out a truly interdisciplinary programme’ (Yus, 1996). From this perspective, learning related to cross-curricular content contributes specially to education in moral and civic values, to the integral formation of students, and the development of their attitudes. In other words, we can say that cross-curricular contents refer to certain teachings that are present in all stages of the curriculum of the different educational stages.

Cross-curricular content is therefore common to all areas and is aimed at the comprehensive education of pupils and their preparation for integration into society.

Therefore, I have considered in this unit the following cross-curricular topics:

- Moral and civic education. It promotes the awareness of universal values continuing attitudes, and the development of skills that will enable our students to become active global citizens and thus strengthen democracy. Promoting the student’s ethical judgment regarding democratic values in daily life.
- Education for peace. It fosters the respect of the rules of the class and the school, so as the coexistence and behaviour rules in all the areas (familiar, educative, private, and public). It enables to learn to solve conflicts through dialogue. Last, it infers special importance to values such as tolerance, solidarity, respect for different opinions, cultures, races, physical appearance, etc.
- Environmental education. It is aimed at understanding the relationship between humans and the environment. It enables the pupils to make informed decisions about how they affect the environment and what steps they can take about this. It should demonstrate approaches and examples of how to treat nature with appropriate care. According to these, it will be developed the concept of the three ‘R’: Reduce, Recycle-Reuse. Also, it is also linked with the accomplishment of the Sustainable Development Goals.

In addition to what has already been mentioned, the curriculum of our Autonomous Community, Law 17/2007, of 10 December, on Education in Andalusia (LEA), includes different thematic aspects to be considered, recognised, valued, and respected, the Andalusian Heritage, in other words, the culture of our community inside the framework of Spanish culture. Moreover, and following the educational legislation in force, we will give a cross-curricular

treatment to the following topics: reading, oral comprehension, written comprehension and expression, information and communication technology, and education in values.

3.1.5. Interdisciplinarity

As the design of this unit favours an integral approach, it incorporates various areas of the curriculum, such as:

- **Social Science.** Social science encompasses the study of human society and its interactions. Within this unit, students may explore concepts related to geography. They may learn about different cultures, societies, and historical monuments to gain a broader understanding of the world around them. Further to this, they will learn about different countries and their corresponding flags.
- **Natural Science.** The study of the natural world and promoting environmental consciousness are the two main goals of the natural sciences discipline. Students learn about the Sustainable Development Goals (SDGs) in this topic, especially Objective 13, which focuses on climate action.

Students obtain a thorough grasp of climate action through this multidisciplinary approach, considering both literary and scientific viewpoints. They learn how to communicate well, evaluate arguments critically, and put up sustainable solutions to environmental issues. Students are given the information and resources necessary to contribute to a sustainable future through this holistic approach.

Additionally, students' final project, which entails designing a tourist city guide, might include the issue of climate action. They can include details on ecologically beneficial activities, sustainable modes of transportation, and eco-friendly sites in their tour. They have the chance to draw attention to places that support green energy, environmental protection, and ethical tourism.

- **Physical Education.** Through fun exercises including role-plays, games, and Total Physical Response (TPR) drills that emphasise understanding prepositions, the area of physical education will be explored. Playing role-play and games provide children with the chance to take part in physical activity directly, developing their motor skills, coordination, and sense of collaboration. This improves their athletic capabilities while also encouraging creativity and problem-solving ability. Additionally, TPR activities entail linking certain prepositions to physical acts, enabling students to internalise the significance and use of prepositions through kinaesthetic learning.

- **Arts and Crafts.** It will be developed through interesting exercises like making a map and a tourist guide using Canva.

Students will get the chance to develop their artistic and creative abilities by using the graphic design platform Canva. They may create aesthetically beautiful and enlightening visitor guides by combining a variety of design elements, such as pictures, icons, colours, and typography. Students may demonstrate their artistic talents while honing their digital literacy and design thinking skills with this project.

Moreover, as part of their arts and crafts assignment, pupils will be tasked with making a map. By illustrating the many sites, attractions, and routes inside the tourist city, they are able to practise their creative skills.

- **Music.** The subject of Music will be enhanced by incorporating the song "There Is a Light That Never Goes Out" into the curriculum. By listening to and analyzing this song, students can explore various musical elements and deepen their understanding of music appreciation. Also, they will learn the grammar point of there is/ are in context.

In order to describe every one of the materials below, the following table considers all of the information for quick reference.

Tabla 3. Curricular Concreteness of the proposal.

TITLE: Fasten your belts!	YEAR: 5 TH	SESSIONS: 9/60'
DIDACTIC OBJECTIVES		
Block 1: Listening, Speaking and Interaction	Block 2: Reading & Writing	Block 3: Sociocultural Aspects
- Talking about Homer. - Talking about countries. - Listening to songs. - Following instructions. - Role-plays.	- Reading about SDGs - Comprehensive reading. - Writing a brochure of a city. - Finding out information using ICTs.	- Learning about a city in Andalusia. - Showing respect towards another culture and traditions. - Raising awareness of the environment.
Block 4: Linguistic Knowledge		
Phonetics: Stress, rhythm, and intonation in songs. Pronunciation of /ɜ:/ /e/.	Vocabulary: means of transports, travel vocabulary, places in a town.	Grammar: prepositions, giving directions, there is/ there are.

EDUCATION IN VALUES	KEY COMPETENCES	INTERDISCIPLINARITY
Moral and civic education, Reading habits and interests in other productions, Environmental education. Andalusian culture.		Social Science, Natural Sciences, Arts and Crafts, P.E. and Music.
CONTENT OBJECTIVES		SPECIFIC COMPETENCES. The pupil...
1. To identify in oral and written form the vocabulary. 2. To show interest and respect to other countries and festivities. 3. To use the computer as a learning tool. 4. To distinguish the sound /3:/ /e/. 5. To know how to create a tourist guide. 6. To be aware of the climate problem.	1. Identifies in oral and written form the vocabulary. 2. Shows interests and respect to other countries andfestivities. 3. Uses the ICT correctly. 4. Distinguishes the sounds /3:/ /e/. 5. Knows how to create a tourist guide. 6. Knows about the environmental problem.	
EVALUATION CRITERIA. The pupil...		
1.1. Plays different role-plays using the vocabulary related to travel. 1.2. Puts in practice the vocabulary of the unit through different games. 1.3. Reads and comprehends a story and answers questions about it. 2.1. Appreciates the cultural background surrounding them. 2.2. Creates a tourist guide talking about a country. 3.1. Searches information about a country and its principal monuments. 3.2. Creates a tourist guide using the app Canva. 4.1. Pronounces the words with the sounds /3:/ /e/ from a song correctly. 4.2. Recognizes and pronounces different words with the sounds /3:/ /e/ in different games. 5.1. Puts in practice all the learnt within the unit creating a tourist guide of a city belonging to the Anglo-Saxon community. 6.1. Understands what the SDGs represent and what the goal of climate action is. 6.2. Can understand the environmental problem and adds a contribution into their project.		

(Own elaboration)

In addition, the following table describes the relationship between the objectives, basic contents and key competences which are included in accordance with the above-mentioned regulations.

Table 4. Relation between objectives, evaluation criteria, basic knowledge, and key competences

OBJECTIVES	EVALUATION CRITERIA	CONTENTS/ BASIC KNOWLEDGE	KEY COMPETENCES
1. Understand the general meaning and specific, predictable information in short, simple texts, expressed clearly and in the standard language, using a variety of strategies and resorting, when necessary, to the use of different types of support, in order to develop the linguistic repertoire and to respond to everyday communicative needs.	1.1.a	LE.03.A.5. LE.03.A.13	CLL CP, STEM, CD, CPSAA, CCEC
	1.2.a	LE.03.A.5. LE.03.A.11	
2. Produce simple texts in a comprehensible and structured way, using strategies such as planning or compensation, to express short messages related to immediate needs and to respond to everyday communicative purposes.	2.1.a.	LE.03.A.1. LE.03.A.2. LE.03.A.7. LE.03.A.8. LE.03.C.6.	CCL, CP, STEM, CD, CPSAA, CE, CCEC.
	2.2.a	LE.03.A.2. LE.03.A.7. LE.03.A.9 LE.03.A.12. LE.03.A.13.	
	2.3.a	LE.03.A.5. LE.03.A.6. LE.03.A.11. LE.03.A.12. LE.03.A.13.	
3. Interact with other people using everyday expressions, resorting to cooperation strategies and using analogue and digital resources, to respond to immediate needs of their interest in communicative exchanges respectful of the rules of courtesy.	3.1.a.	LE.03.A.4. LE.03.A.5. LE.03.A.6 LE.03.A.10.	CCL, CP, STEM, CPSAA, CC3, CE.
	3.2.a.	LE.03.A.4. LE.03.A.10. LE.03.C.6.	
	4.1.a	LE.03.A.4. LE.03.A. 10. LE.03.B.1	

4. To mediate in predictable situations, using strategies and knowledge to process and transmit basic and simple information, in order to facilitate communication.	4.2.a	LE.03.A.3. LE.03.A.6. LE.03.A.11.	CCL, CP, STEM, CPSAA, CCEC.
5. To recognise and use personal linguistic repertoires between different languages, reflecting on how they work and identifying one's own strategies and knowledge, in order to improve the response to specific communicative needs in familiar situations.	5.1.a.	LE.03.B.2. LE.03.B.4. LE.03.B.5.	CP, STEM, CD, CPSAA, CE.
	5.2.a.	LE.03.A.10. LE.03.A.12 LE.03.A.13. LE.03.B.1. LE.03.B.4.	
	5.3.a	LE.03.B.1. LE.03.B.2. LE.03.B.3. LE.03.B.4.	
6. Appreciate and respect linguistic, cultural and artistic diversity based on the foreign language, identifying the differences and similarities between languages and cultures, in order to learn to manage intercultural situations.	6.1.a	LE.03.C.1. LE.03.C.2. LE.03.C.3. LE.03.C.4. LE.03.C.5. LE.03.C.6.	CCL, CP, CPSAA, CC, CCEC.
	6.2.a.	LE.03.C.2. LE.03.C.4. LE.03.C.5.	
	6.3.a.	LE.03.C.3. LE.03.C.5. LE.03.C.6.	

(Own elaboration)

3.2. Didactic transcription

I would like to start this part explaining what an Integrative didactic unit is. It can be defined as the connection of all the elements involved in the teaching-learning process with an internal methodological coherence and for a specific period of time according to Flores & Zamora (2017).

According to our current educational law (LOMLOE), the topics must be related to the interests and needs of my students; therefore, the common thread of my planning is characters who have English language as a vehicle of communication. In this case the character of Homer Simpson will be guided students in this learning experience. It must be pointed out that they all share the same fact, they are all in one way or another linked to the audio-visual world. This topic is ubiquitous, and it is inherently attached to student's world. Besides, in this unit a text will be worked following the guidelines of the Linguistic Centre Project.

This specific IDU that I will present is called "Fasten your belts and it will cover 9 sessions of 1 hour each one. The final task will be "the creation of a city Tourist guide". Undoubtedly one of the most interesting topics is travelling. There is no better way to teach them about travelling than through the character of Homer Simpson. At this stage, children have a great curiosity to explore new countries and thanks to the digital era we live in it is easy to move from one place to another in clicks. This character will help me to introduce them to this world and he will propose the different activities instead of me, teacher Judith. Also, in accordance with our current educational law, reading must be promoted in all areas. Therefore, an activity called "Drop Everything and Read" will be included in this planning to introduce and emphasize the importance of reading. Careful consideration will be given to selecting a book that aligns with the main topic of this proposal. In this case, we will read the book "Children Around the World" written by Nicola Edwards (Annex I). This book offers a fascinating glimpse into the lives of children from diverse cultures and countries.

It is noteworthy that the activities proposed followed the classification established by Tyler, (1973) and Wheeler (1976). I am going to describe these kinds of activities: Introduction-motivation activities; prior knowledge, development activities, reinforcement, extension, and synthesis activities.

By way of summarizing the activities, the first session is dedicated to the presentation and motivation of the students. It also serves the purpose of assessing their prior knowledge. As the sessions progress, the activities gradually increase in complexity, moving from simple to

more complex tasks and from abstract to concrete concepts. From the sixth session onwards, the activities focus on achieving and carrying out the final task. Additionally, the Class Dojo app will be utilized to track and record points for the different activities, enhancing student engagement and providing a gamified learning experience.

FIRST SESSION

The first activity proposed in this IDU is a game called “wordle” where students will engage in identifying which character it is about, in this case, Homer Simpson, as I mentioned before (Annexe II). Afterward, once the character has been identified, a brainstorming session will be conducted to explore various aspects related to this character. In these two activities the students will be divided into groups to motivate them even more to find out more about this character and the ideas related to it.

The following activity is a game called find the countries. For this, in each group there would be an iPad and using google maps app they have to find some countries in the maps related to the countries where Homer Simpson has travelled. Then, to practice the countries even more, they will have to match each country with its respective flag (Annexe III). These two activities will be done twenty-five minutes and it is related to the first objective.

The last fifteen minutes of the class and to conclude this session we will read the book previously mentioned. I will put the book on the interactive board and each person will have to read some lines. As we read, interesting aspects of the reading will be explained.

This session attempts to increase student participation, cooperation, and investigation of the topic matter by using games, interactive technology, and reading. The activities are interactive in nature, with the goal of enabling students to actively engage and learn via hands-on experiences.

SECOND SESSION

To start this session the first activity is warm-up in which students will find out the "Word of the Day" by using the following website: “dictionary.com”. This activity will be carried out in small groups, and they will have to fill the template disposed in their portfolio (Annexe IV).

After this, I will introduce the difference between these two sounds /ɜ:/ /e/ and in order to further practise this abstract concept for them, we will play the game Kaboom (Annexe V). To play this game we need wooden sticks and a board with the words to be pronounced. All the

sticks will be mixed in a glass. Then, pupils will be divided into groups and will take it in turns to go out and get one, and they will have to pronounce the word correctly with the number that has been given to them. If they pronounce it correctly, they keep the stick, otherwise they return it, but if they take one of the kaboom sticks, that team will lose all the sticks they have got. In the end the team that gets the most sticks wins.

Then, students will read some tongue twisters (Annexe VI) for practising the pronunciation mentioned before. These two activities will be carried out in twenty-five minutes in small groups, and they are addressed to the fourth objective.

The next activity is designed to provide pupils the opportunity to fill out a form with their information so they may obtain the tickets. To achieve this, students must provide their personal information, including name and surname, number of passport, address.... After having completed the prior task, each small group must look up the location of this country on a map. Every nation is a place that Homer Simpson has visited. The second objective is connected to these activities. Lastly, they will then enter the flight details and the passenger's name on their boarding tickets (Annexe VII). These tasks will be completed in around twenty-five minutes.

THIRD SESSION

Following the dynamic from previous sessions, we will start this class by finding out the word of day. The goal of this exercise is to increase vocabulary.

For the sake of activating the previous knowledge of the students, we will continue the lesson listening to a song that belongs to the Anglo-Saxon culture that is “There is a light” from the Smiths. I will provide the lyrics of the song to students, the first time played students will hear it, and we will focus on the stress, rhythm, and intonation of the song. The second time they will do a gap filling exercise completing the missing words (Annexe VIII). This activity will last ten minutes of the class, and they are linked with the fourth objective.

After that and a way of practising even more the grammar point, students will be handed out with a worksheet to learn about the use of there is/are and an activity to fill in the blanks the most suitable word (Annexe IX). This worksheet offers students additional opportunities to consolidate their understanding of the grammar in various settings. It will be done in pairs in ten minutes.

To switch gears and undertake a more engaging exercise, the next activity will be a game in which kids will learn the new vocabulary by utilising the app Wordwall. Students will be separated into small groups and asked to say the right word in the sentence.

The exercise will then concentrate on practising the new terminology. In this manner, students will first design a map of a city in 5 minutes using the provided template (Annexe XI). Following that, pupils will be separated into pairs and asked to lead one of their classmates without showing him or her the original artwork. Students will practise giving directions as well as vocabulary. The leader must provide clear and explicit instructions utilising artwork-related terminology such as forms, colours, objects, and spatial connections. To assist the follower in recreating the artwork, the leader will practise giving directions, utilising acceptable terminology, and offering correct instructions. The follower, on the other hand, will practise listening skills, deciphering orders, and properly following them.

In the session's last exercise, participants will engage in a role-play centred on various scenarios within an airport. The participants will be separated into small groups, with each group allocated a certain event or scenario that occurs often at an airport, such as check-in, security check, boarding, or arrival gate. Each group will have around 5 minutes to prepare their role-play. They can use this time to develop and debate their discourse, assign roles to each group member, and decide how they will act out the issue. A script will be given to the different groups (Annexe XII). Following the completion of the preparation period, each group will take turns performing their role-play in front of the remaining participants. The role-plays will depict various events within the airport, allowing participants to practise their language abilities in a practical and realistic setting. As the participants work together to successfully illustrate the supplied circumstances, this game develops creativity, teamwork, and problem-solving.

FOURTH SESSION

The emphasis in this session switches to preparing pupils for a large final job by presenting smaller activities that build up to it. The first task focuses on familiarising pupils with the structure of a brochure and the many features contained within it. To do this, a variety of pamphlets will be given to class or displayed to pupils. Depending on the context of the final assignment, the brochures might come from a variety of sources, such as travel companies, tourist locations, or commercial advertising. The students will be able to closely inspect the brochures and analyse their layout, organisation, and content.

Throughout this lesson, students will focus on the many components of a brochure, such as headers, subheadings, text boxes, photographs, captions, bullet points, and other visual features. They will pay attention to how these parts are organised and how they contribute to the overall structure and effectiveness of the brochure. This activity establishes the framework for their comprehension of brochure design and assists students in developing the abilities needed to successfully accomplish the final goal. This exercise will be done in small groups, and they will have around 10 minutes to look over the various facts.

The session's subsequent exercise focuses on reading a document about the Sustainable Development Goals (SDGs), with a particular emphasis on Objective 13: Climate Action. The literature will be presented via the lens of the unit's protagonist, Homer Simpson. The practise begins with the entire class hearing the material read aloud (Annexe XIV). This enables a collaborative reading experience and allows students to become acquainted with the text's substance and language. The text most likely covers the need of taking action to combat climate change, as well as the particular objectives and programmes associated with Objective 13. We will discuss the content and how to incorporate it into their final project. Following the reading activity, the class moves on to a discussion of the text's content and how it may be incorporated into the students' final project. This conversation will improve their knowledge of Objective 13: Climate Action and provide ideas for how they might include this objective into their project. Students can offer their opinions, observations, and reflections on the text's content throughout the conversation. They can talk about the importance of climate action, the difficulties and possibilities it brings, and the relevance of Goal 13 in the context of long-term development.

After introducing the content, it is time for a reading comprehension test. On this reading comprehension assignment, students will be divided into groups and given a set of questions related to the text. The questions will include multiple-choice answers, and groups must work together to choose the best answer for each question.

FIFTH SESSION

The habit of presenting the "Word of the Day" continues in this session, where students will learn a new term and complete their learning diaries with it. This activity encourages vocabulary development and assists pupils in building their word bank. Following that, the emphasis changes to preposition practice using a Total Physical Response (TPR) game. The game requires players to take various things and place them in various locations while following directions using prepositions. This activity is intended to be exciting and interesting for the

entire class. It seeks to engage students' comprehension and use of prepositions via hands-on and interactive activities.

The primary objective of this session changes to the students' project, especially parts two and three. Part two of the assignment requires investigating lodging, food, recreational activities, and suggestions, while Part three entails researching the introduction, transportation, and noteworthy sites. The students are divided into small groups, with each group working on a different aspect of the project. They have twenty-five minutes to conduct research and acquire knowledge on their assigned topic. This time frame enables for in-depth examination and investigation of each component of the project. During this period, groups can obtain pertinent knowledge on the specified subjects by using various resources such as books, internet, pamphlets, or interviews. They may talk and work in their groups, exchanging ideas and discoveries to make a well-rounded presentation.

SIXTH SESSION

The major goal of this session is to finalise and digitise the students' work. The students will accomplish this by using the software Canva, a powerful graphic design tool that allows them to produce aesthetically attractive presentations, posters, and other visual materials. The session will take place in the audio-visual room, which has all of the required equipment and tools for each group to work on their projects. Each group will have access to at least one laptop, allowing them to use Canva to digitally bring their ideas to life. Students will have plenty of time to transmit their research, thoughts, and graphics into Canva with 45 minutes allotted for this activity. As required, the teacher can offer direction, support, and help. They may assist students in navigating the Canva software, making creative recommendations, and ensuring that the digitalization process matches with the project's aims and criteria. The class will continue with the students reading the book once they have completed their assignments. This gives the session a well-rounded approach, combining creative project work with continuous development of reading abilities and literary analysis.

SEVENTH SESSION

The emphasis of this session begins with the "Word of the Day" exercise, in which students learn a new term and record it in their vocabulary notebooks. Following that, the students will be able to examine the final outcomes of the various groups' city tour brochures. Each group will have a sheet in their portfolio's "interesting things" section where they may

write down what they liked best and worst about each of their peers' city brochures. This enables student reflection and constructive input. During this time, small groups will be responsible for answering any questions about their city visits that their classmates may have. This increases student participation and interaction as they enquire about and learn from each other's creations.

These activities will last around forty minutes, giving students plenty of opportunity to read and debate the brochures, give opinions, and engage in meaningful dialogues about the various city guides.

Following that, there will be a classroom assembly to review the work of the entire group. This is an opportunity to share general feedback and discuss potential improvements. The TAG (Tell, Ask, Give) feedback technique can be used here, allowing students to discuss good parts, ask questions, and make constructive recommendations to improve the project's quality.

Finally, the completed brochures will be posted to the class homepage, where students will be able to share their final creations with the E-twinning community. In addition, each group will produce a brief assessment of their brochure, summarising the essential features, strengths, and distinguishing characteristics of their city trip.

EIGHTH SESSION

The class begins the unit's last "Word of the Day" routine in this second-to-last session. Before going on to the main activity, this helps to promote vocabulary development and language learning. The major activity for this session is playing "Wanderpoly," a board game designed by the teacher and students. The game is intended to help students in practicing and reviewing all the material presented in the unit.

"Wanderpoly" is a board game with different coloured squares representing different types of content. Pink squares represent grammar, yellow squares represent vocabulary, blue squares represent pronunciation, and grey squares represent cultural problems. Special squares include a jail box, which compels a player to skip three rounds, a dice box, which allows players to roll the dice again, a direction-changing square, and a card selection square.

The game is easy to understand. Students are split into groups, and each group is given a token. They each roll the dice and move their tokens across the board in turn. They draw a card of the matching colour and answer the question or fulfil the job on the card when they land on a coloured square. They get to retain the card if they respond properly. If they give an inaccurate response, they return the card to the pile. The goal of the game is for each group to

acquire as many cards as they can. At the end of the game, the group with the most cards is named the winner. Playing "Wanderpoly" lets students to review and reinforce the unit's grammar, vocabulary, pronunciation, and cultural components. It also encourages cooperation, critical thinking, and participation in a fun and dynamic manner. The length of the game depends on the number of participants and the tempo of play, but it usually lasts between 30 and thirty-five minutes.

The class will finish this session by reading the unit's book. Students are invited to actively engage in the reading by asking questions and making ideas. This fosters an open and welcoming environment in which students may express themselves, seek clarification, and contribute to the debate. Their questions can help them grasp the text more deeply, and their recommendations can bring vital insights and views.

NINETH SESSION

The main aim of this last session is to evaluate the teaching-learning process of each of the students, which is why a review of the unit using Plickers will be done.

Plickers is a free augmented reality tool that can be managed via the website or the mobile app. It is used to register the multiple-choice or true/false questions that students are asked. Students have to use a card like this one, which is associated with each student. Depending on the answer they want to give (A, B, C or D), they have to turn it one way or another, and each one in a different way from the others. Then, they have to hold up their card with the code with the answer they think is correct.

Then, students will have to do a test in which all the skills will be worked in an integrated way and it will last around twenty-five minutes individually.

Following the tests, students will complete a questionnaire with both closed and open-ended questions. The questionnaire will address a variety of topics of the lesson, including the teaching method, the teacher's role, and the students' effort. This feedback assignment allows students to reflect on their learning experience and provide their ideas and comments. Their portfolio will include the completed questionnaire.

Students will participate in reinforcement exercises during the final twenty minutes of the programme. They will complete a crossword problem that reinforces the unit's topic. There will also be an extended exercise that entails reading a text on the unique characteristics of Almeria, an area or city of interest. These exercises are designed to reinforce students' comprehension and give additional chances for practise and application.

The following table shows in a brief way all the activities explained above.

Table 5. Didactic transcription

SCENERY		FINAL TASK:		
English classroom and Audio-visual room		“Creation of a city tourist guide”		
ATTENTION TO DIVERSITY:				
We will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student’s pace encouraging their self-confidence.				
1 ST SESSION	TIME	GROUPING	SKILLS	RESOURCES
Introduction – motivation activities				
1. Game – wordle Homer Simpson	10’	Whole class	L, S, R, W	Annexe II
2. Brainstorming – Homer Simpson	10’	Small groups	L, S	Digital Blackboard
Development activities:				
3. Game: find the countries	15’	Small groups	L, S, R, W	Laptops
4. Game- Match countries with flags	10’	Pairs	L, S, R, W	Annexe III
5. DEAR: Children of the world	15’	Whole class	L, S, R	Annexe I
2 ND SESSION	TIME	GROUPING	SKILLS	RESOURCES
1. Morning routine – word of the day	5’	Small groups	L, S, R, W	Annexe IV
2. Brief explanation /ɜ:/ /e/	5’	Whole class	L, S	Digital Blackboard
3. Game: kaboom /ɜ:/ /e/	15’	Small groups	L, S, R	Annexe V + sticks
4. Tongue twisters	10’	Small groups	L, S, R	Annexe VI
5. Filling in form – tickets	15’	Small groups	R, W	Annexe VII
6. Boarding pass	10’	Small groups	R, W	Annexe VII
3 RD SESSION	TIME	GROUPING	SKILLS	RESOURCES
1. Morning routine – word of the day	5’	Small groups	L, S, R, W	Annexe IV
2. Song: there is a light – The Smiths	10’	Pairs	L, S, R, W	Annexe VIII
3. Gap filling exercises: there is/are	10’	Pairs	L, S, R, W	Annexe IX
4. Game: vocabulary	5’	Small groups	L, S, R	Annexe X
5. Game: Blind map	15’	Pairs	L, S, R, W	Annexe XI
6. Role – play	15’	Small groups	L, S	Annexe XII

4 TH SESSION	TIME	GROUPING	SKILLS	RESOURCES
Visualization of different brochures	10'	Small groups	L, S,	Annexe XIII
Reading comprehension – SDGs	15'	Whole class	L, S, R,	Annexe XIV
Reading quiz	10'	Small groups	L, S, R	Annexe XV
Tourist guide 1: draft & ideas	10'	Small groups	L, S, R, W	Annexe XVI
DEAR: Children of the world	10'	Whole class	L, S, R	Annexe I
5 TH SESSION	TIME	GROUPING	SKILLS	RESOURCES
1. Morning routine – word of the day	5'	Small groups	L, S, R, W	Annexe IV
2. TPR	5'	Whole class	L, S,	Annexe XVII
3. Tourist guide part 2: introduction, how to get there, interesting places. Transport	25'	Small groups	L, S, R, W	
4. Tourist guide part 3: accommodation, gastronomy, leisure and tips.	25'	Small groups	L, S, R, W	Annexe XVIII
6 TH SESSION	TIME	GROUPING	SKILLS	RESOURCES
1. Tourist guide: Canva	45'	Small groups	L, S, R, W	Laptop, app: canva
2. DEAR: Children of the world	15'	Whole class	L, S, R	Annexe I
7 TH SESSION	TIME	GROUPING	SKILLS	RESOURCES
1. Morning routine – word of the day	5'	Small groups	L, S, R, W	Annexe IV
2. Visualization of the final products	40'	Whole class	L, S,	Digital blackboard
3. Group evaluation	15'	Small groups	L, S, R, W	Annexe XIX
8 TH SESSION	TIME	GROUPING	SKILLS	RESOURCES
1. Morning routine – word of the day	5'	Small groups	L, S, R, W	Annexe IV
2. Game: Wanderpoly	35'	Small groups	L, S, R	Annexe XX
3. DEAR: Children of the world	20'	Whole class	L, S, R	Book
9 TH SESSION	TIME	GROUPING	SKILLS	RESOURCES
1. Plickers review	5'	Individual	L, S, R,	Annexe XXI

2. Test	25'	Individual	L, S, R, W	Annexe XXII
3. Teacher evaluation / self-evaluation	10'	Individual	R, W	Annexe XXIII
Reinforcement: crossword	20'		L, S, R, W	Annexe XXIV
Extension: Hollywood, Almería		Pairs	L, S, R, W	Annexe XXV

(Own elaboration)

3.3. Educative process evaluation

This section is supported by Royal Decree 157/2022 of 1st March where regulating assessment and promotion in Primary Education are shown. Besides, within this document special allusion is done to the Royal Decree 101/2023 of 9th May, which regulates the basic curriculum design. On the other hand, Order 30th May 2023, describes evaluation deeply in several ways.

Following Arredondo et al. (2010) evaluation should allow to verify and determine whether they have achieved the educational aims and goals that are the object and the reason of being in the educational activity. So, assessment is an integral part of the teaching-learning process as it determinates whether the educational goals are being met, as it gives us feedback on our performance and that of our students.

Within these guidelines, and regarding the Order of 15th January, assessment of the student learning process ought to be:

- Continuous, an evaluation must have three stages: initial, continuous, and final, that is why evaluation will take place throughout the learning process.
- Formative. It must show whether the teacher and students have achieved their shared goals or not.
- Integrative. This refers to the assessment of students' learning of the work done in all subject areas and the extent to which, through this work, the general objectives of the stage have been achieved.
- Differentiated, tailor-made to meet individual requirements.
- Objective, assessing objectively the effort and the level of achievement. It will also be an instrument for the improvement of both teaching and learning processes.

3.3.1. Learning Process Evaluation

In this section, the focus will be on outlining the process for carrying out the evaluation. In order to evaluate the learning process, we must check that our students are achieving the objectives set for this course. To do this, it is necessary to use the learning standards corresponding to the assessment criteria. Likewise, these criteria are based on the competences. As introduced above, different types of evaluation will be used according to specific moments in the teaching and learning process, we could mention:

Another important point to highlight is the implementation of auto evaluation, and co-evaluation, in order to enhance the learning process towards a foreign language. On the one hand, self-assessment should involve not only a personal qualification but above all an evaluation of the learning process, emphasising those aspects that have been a problem or a difficulty, reflecting on their importance and how to overcome them. On the other hand, co-evaluation is the process of evaluation by which classmates evaluate each other. A striking example of co-evaluation is represented in table 6.

Table 6. TAG feedback.

TAG FEEDBACK – CO-EVALUATION		
TELL <i>something you like</i>	ASK <i>a question</i>	GIVE <i>a suggestion</i>
I like how you...	Did you consider...?	My suggestion is...
The best part was...	How about...?	I think you should...
You did a good job on...	Why did you...?	You might consider...
I enjoyed	What do you mean with...?	I suggest...
I'm really impressed with...	I was wondering...	You may need to...

(Own elaboration)

Whether we apply these techniques, will enhance the attitude towards learning a foreign language in my pupils of fifth grade. Besides, it allows me if they have acquired the key competences and the objectives already established within my syllabus design. In the same way, not only the contents, the objectives and the key competences developed are evaluable items

but also the level of participation, the involvement through tasks, the realization of different activities, and the interventions and questions during the lessons.

The following table represents how the process of evaluation both quantitative and qualitative is made:

Table 7. Techniques and instruments used to assess.

SPECIFIC COMPETENCES	TECHNIQUE	INSTRUMENT
1. Identifies in oral and written form the vocabulary.	Direct observation	Rubric to evaluate the direct observation (Annexe XXVI)
	Specific test	Test
2. Shows interests and respect to other countries and festivities.	Oral exchange	Rubric to assess oral production
3. Uses the ICT correctly.	Direct observation	Final products
4. Distinguishes the sounds /ɜ:/ /e/.	Direct observation	Rubric to evaluate the oral process. (Annexe XXVII)
5. Knows how to create a tourist guide.	Student's production analysis	Final products
		Rubric to assess written production (Annexe XXVIII)
6. Knows about the environmental problem.	Direct observation	Reading quiz

(Own elaboration)

3.3.2. Teaching process evaluation

The evaluation of the teaching process should be understood as an element of self-criticism and useful reflection. The teacher must evaluate her own teaching practice, the materials and methods used in relation to the achievement of the educational objectives establishes in order to review and update the teaching scheme of work. Moreover, children who need special support can be identified to plan immediate remedial action. Having said that I reckon that every syllabus design must be subjected to constant revisions and analysis to

provide more quality to the educative process, being flexible and allowing not to fall into improvisations and routine.

As it was said before, the evaluation of our planning is nowadays a necessity that we must implement if we want to enhance our teaching praxis. For this, it will be used the following criteria:

- Adequate coordination with the rest of the teaching staff and families.
- The methodology favours coeducation, equality, and respect for others.
- Time and space management have been appropriating.
- Learning strategies have been adapted to the demands of the pupils.
- Assessment, evaluation instruments and techniques have given enough information.
- The activities have been adapted to the necessities and interests of the students.
- The criteria of selection and sequencing of the contents have been effective.
- Material and resources have accomplished their motivational and practical functions.

With the intention of carrying out the assessment process, it is noteworthy to bring to the forefront a rubric based on this integrative didactic unit. The rubric is focused on the specific competences addressed in this unit and is divided into four levels of performance: "Poor," "Needs Improvement," "Very Good," and "Extraordinary." The used of this rubric will enable to indicate the degree of achievement that students have met. Indeed, it is another way of assessing more exhaustively.

Table 8. Rubric to evaluate the specific competences.

SPECIFIC COMPETENCES	Poor (1)	Needs improvement (2)	Very good (3)	Extraordinary (4)
1. Identifies in oral and written form the vocabulary.	Has great difficulty in understanding the vocabulary and answering questions about a text. Sometimes participates in some of the games.	Understands some of the vocabulary and gets often struggle answering questions about a text Participates in some of the games.	Understands almost all the vocabulary and answers questions about a text. Participates and plays in the games proposed.	Understands all the vocabulary and can answer questions about a text. Participates and plays in the games proposed.
2. Shows interests and respect to	Does not want to know about different countries	Wants to know about countries and its culture,	Wants to know more about	Wants to know more about its

other countries and festivities.	and his/her work is poor.	and his/her work needs improvement.	countries and its culture, doing good job.	culture, doing great work.
3. Uses the ICT correctly.	Gets struggle most of the time using ICTs and the result is poor.	Knows how to use ICTs but sometimes gets struggle when creating the result.	Knows how to use ICTs creating a good result	Uses ICTs with great fluency creating a fantastic result
4.Distinguishes the sound /3:/ /e/.	Has great difficulty pronouncing the /3:/ /e/ sounds correctly. Doesn't speak English if it is not strictly necessary.	Has great difficulty pronouncing the /3:/ /e/ sounds correctly. Pronounces the words as they are written.	Pronounces the /3:/ /e/. sound, making some mistakes. Tries to use the correct pronunciation but makes several mistakes.	Pronounces the /3:/ /e/ sound correctly making very few or no mistakes. Uses the pronunciation worked in class perfectly.
5. Knows how to create a tourist guide.	Doesn't know the parts and gets struggle with the creation of it.	Knows the structure of it and creates an acceptable result.	Knows the parts involving it creating a very good result.	Knows the parts involving it creating an excellent result.
6. Knows about the environmental problem.	Displays limited knowledge or understanding of environmental problems.	Demonstrates some awareness of environmental problems, but with limited depth or understanding.	Exhibits a good level of knowledge and understanding of environmental problems, recognizing their significance and potential solutions.	Demonstrates an exceptional level of knowledge and understanding of environmental problems

(Own elaboration)

4. CONCLUSION

The initial goal of this proposal was to offer an effective and feasible strategy for maximizing the potential of cutting-edge technologies in education through the identification and selection of suitable technologies, the development of interactive digital resources, the encouragement of collaboration and critical thinking, teacher preparation, and impact evaluation. In view of this, I would like to emphasise in this part the reasons why this project has succeeded in achieving this objective and afterwards.

The creation of a didactic concept that used the newest technology and would enhance the teaching-learning process was one of the primary goals. Although this particular goal has been established throughout the proposal, we want to emphasise the usage of tools like Word

Wall, Canva, Wordle, or Plickers. These resources have been chosen with consideration because of their capacity to motivate students, encourage interaction, and support a lively learning environment.

The second goal was to produce digital educational resources and interactive materials that facilitate the effective integration of contemporary technology into a range of educational initiatives and activities. This may be observed, for instance, in the opening wordle that the students must complete to learn the identity of the mystery character or in the word wall made to help students recall the unit's vocabulary items in a new and interactive way.

The third goal—providing activities and dynamics that require students to learn collaboratively using new technologies—has been achieved, for instance, through the development of the final project, the creation of a travel guide. They had to work together on this project to tackle all the tasks that were introduced to them in the several sessions so that, in the end, they could use the app Canva to produce an excellent outcome from their collaborative work.

The fourth purpose, which strives to promote inclusive education and equitable access to learning opportunities regardless of students' ability, has been met thanks to the use of tailored materials that consider the variety of conditions present in the classroom. The initiative has continuously recognized that students have a variety of learning preferences and made sure that the instructional materials are tailored to meet their needs. The initiative has been effective in fostering an inclusive educational environment where every student may succeed because it prioritizes classroom variety and embraces multiple learning styles.

The plan was successful in achieving the fifth aim, which was to train teachers in the effective use of new technologies, particularly by providing them with the instruction and resources they need to incorporate these tools into their pedagogical practices. The plan provides future educators with a thorough didactic idea, as well as the training and resources they need to put the suggested tactics into practice. The availability of pre-made materials enables educators to quickly put the suggested techniques into action, improving their capacity to incorporate technology into their teaching strategy.

It may be concluded that the proposal's primary goal, which was to provide a sound and workable solution for maximizing the potential of cutting-edge technology in education, was effectively accomplished. The subsequent objectives have been reached in accordance with the set arguments that were given for each objective in the introduction.

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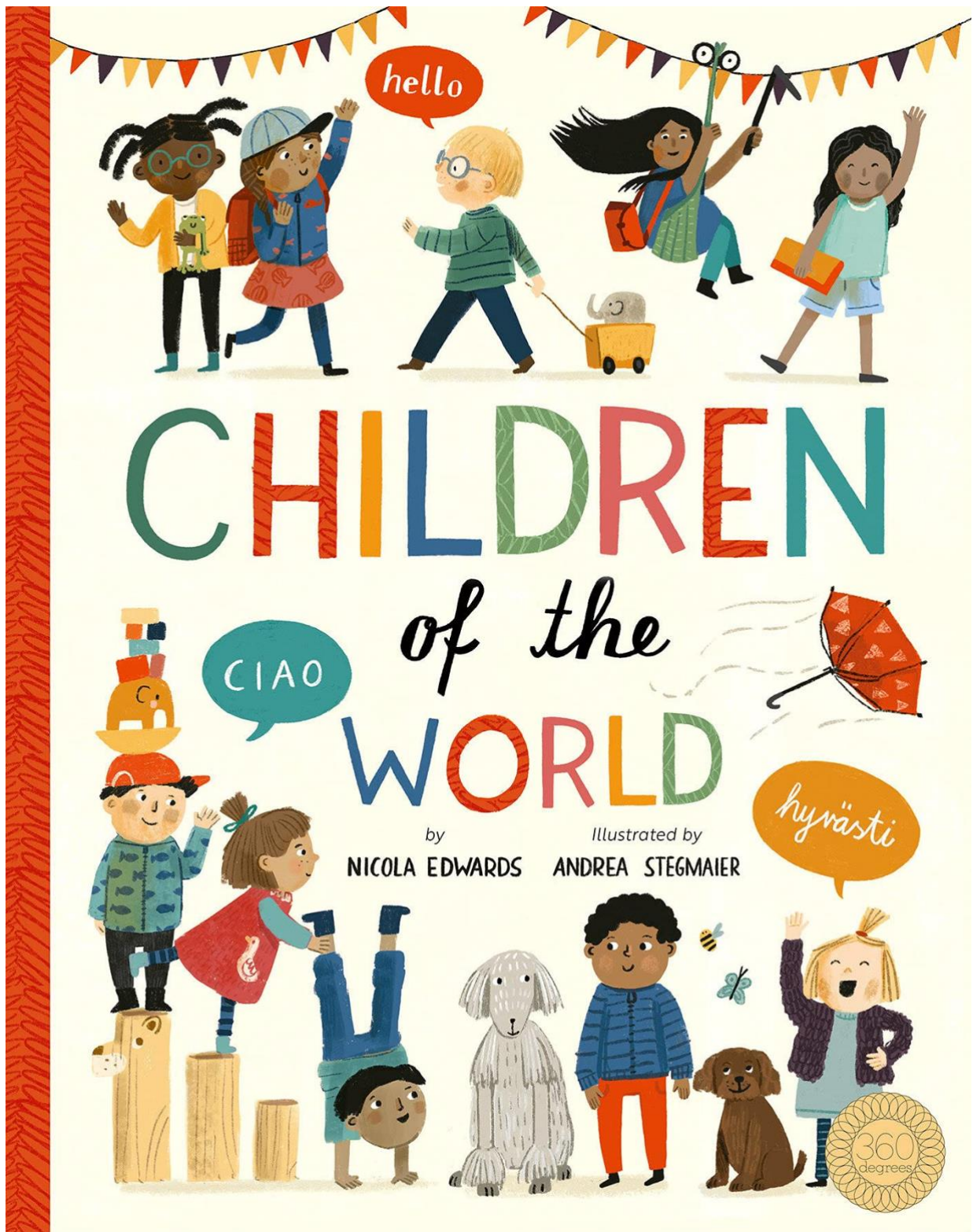
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6. ANNEXES

ANNEXE I – Children of the world



ANNEXE II. Homer Simpson wordle.

<https://mywordle.strivemath.com/?word=dcdhc>

Custom Wordle

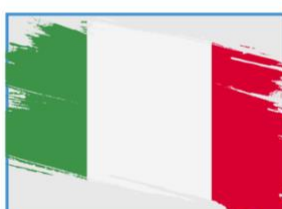
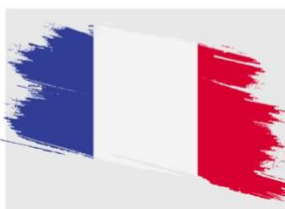


Make your own wordle



Q	W	E	R	T	Y	U	I	O	P
A	S	D	F	G	H	J	K	L	
Enter	Z	X	C	V	B	N	M	Delete	

ANNEXE III– Session n°1 – Activity 3 and 4





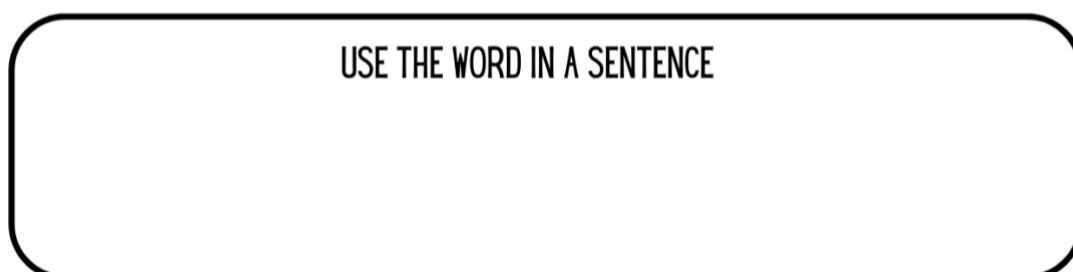
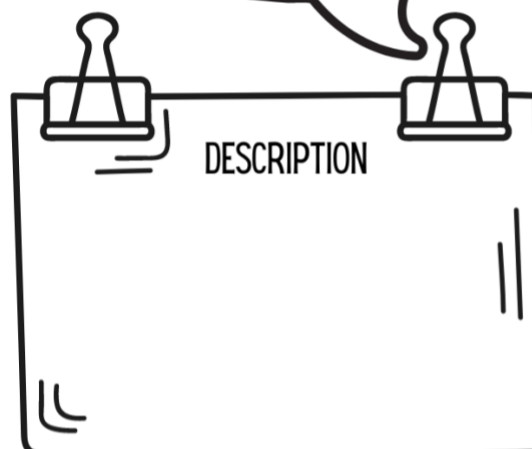
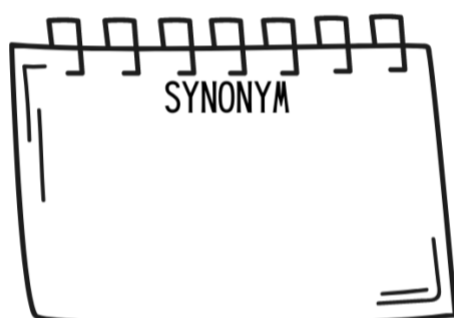
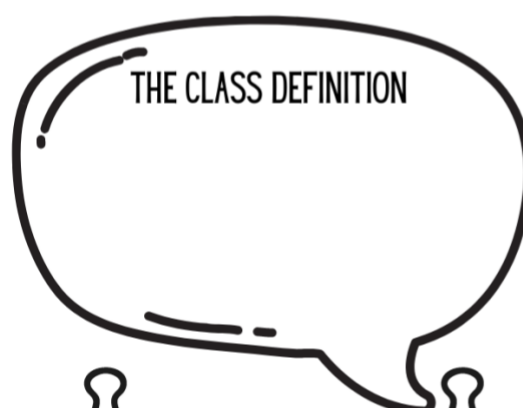
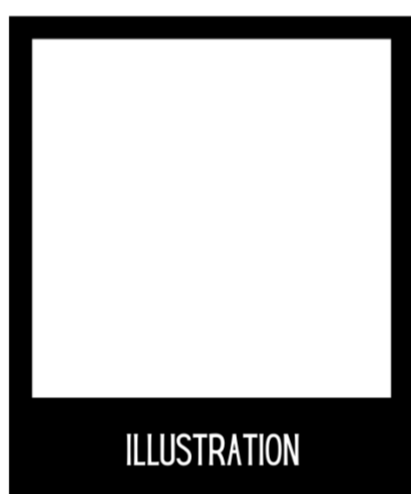
Resource created using the app Canva (own elaboration).

ANNEXE IV. Portfolio - Word of the day

MY LEARNING *journal*

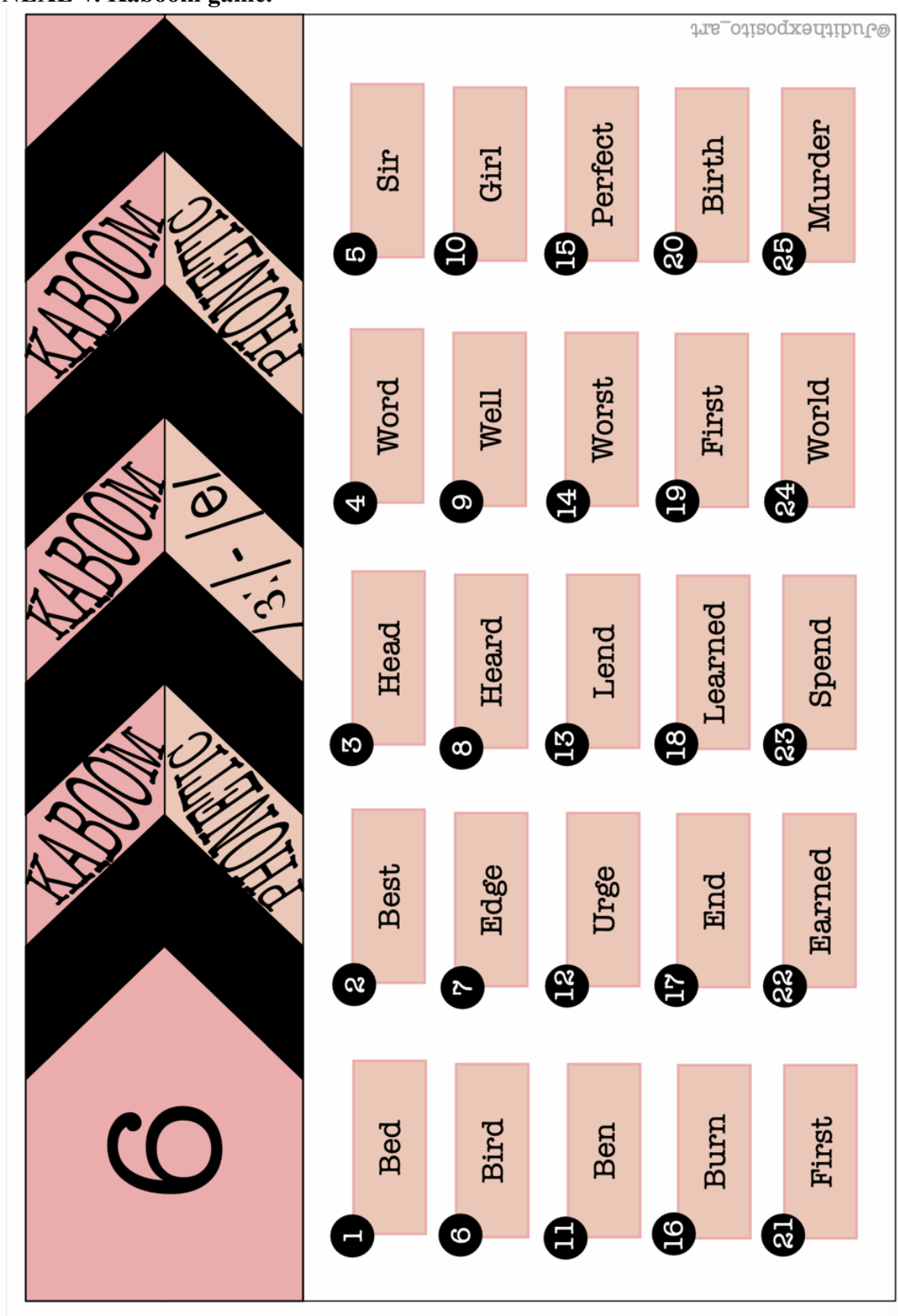


WORD OF THE DAY



Resource created using the app Canva (own elaboration).

ANNEXE V. Kaboom game.



Resource created using Powerpoint (Own elaboration)

ANNEXE VI. Tongue twisters.

**1 TONGUE
TWISTERS**

SHE SELLS SEASHELLS BY
THE SEASHORE

**2 TONGUE
TWISTERS**

THE EARLY BIRD HEARD
THE WORM STIR.

**3 TONGUE
TWISTERS**

HOW MUCH WOOD WOULD A
WOODCHUCK CHUCK, IF A
WOODCHUCK COULD CHUCK
WOOD?

**4 TONGUE
TWISTERS**

ELEVEN BENEVOLENT
ELEPHANTS EFFORTLESSLY
ELEVATE ELEGANT EGGPLANTS

**5 TONGUE
TWISTERS**

BETTY BOTTER BOUGHT SOME
BUTTER, BUT SHE SAID THE
BUTTER'S BITTER

**6 TONGUE
TWISTERS**

FUZZY WUZZY WAS A BEAR,
FUZZY WUZZY HAD NO HAIR,
FUZZY WUZZY WASN'T VERY
FUZZY, WAS HE?

Resource created using the app Canva (own elaboration).

ANNEXE VII. Boarding pass



Complete the following information:

Name: _____	Address _____
Surname : _____	Passport Number _____
Date of birth: _____	Expiration Date: _____
Gender: _____	Departure City: _____
Phone number _____	Arrival City: _____

Boarding Pass		BOARDING PASS
NAME: _____		NUMBER _____
FROM: _____	TO: _____	
FLIGHT: _____	SEAT: _____ GATE: _____	
DATE: _____	BOARDING TIME: _____	

Resource created using the app Canva (own elaboration).

THERE'S A LIGHT THAT NEVER GOES OUT

Take me ____ tonight
Where _____ music and _____ people
And they're young and alive
Driving ____ your car
I never, never want to go home
Because I haven't got one
Anymore

Take me ____ tonight
Because I want to see people
And I want to see life
Driving ____ your car
Oh, please don't drop me home
Because it's not my home, it's their home
And I'm welcome no more

And if a double-decker bus
Crashes _____ us
To die ____ your side
Is such a heavenly way to die
And if a ten ton truck
Kills the both of us
To die by your side
Well, the pleasure, the privilege is mine

Take me ____ tonight
Take me anywhere, I don't care
I don't care, I don't care
And in the darkened underpass
I thought, "Oh God, my chance has come ____ last"
But then a strange fear gripped me
And I just couldn't ask

Take me ____ tonight
Oh, take me anywhere, I don't care
I don't care, I don't care
Driving in your car
I never, never want to go home
Because I haven't got one, la-di-dum
Oh, I haven't got one
Oh, oh

And if a double-decker bus
Crashes _____ us
To die ____ your side
Is such a heavenly way to die
And if a ten ton truck
Kills the both of us
To die ____ your side
Well, the pleasure, the privilege is mine

Oh, _____ a light and it never goes out
There is a light and it never goes ____
_____ a light and it never goes out
There is a light and it never goes ____
_____ a light and it never goes out
There is a light and it never goes ____
_____ a light and it never goes out
There is a light and it never goes ____



Resource created using the app Canva (own elaboration).

ANNEXE IX. There is /are worksheet.

Worksheet extracted from

<http://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-thereis-thereare.pdf>

NAME: _____

DATE: _____

GRAMMAR WORKSHEET

THERE IS / THERE ARE



There is	a	pen on the table.	There aren't <u>any</u> pens on the table.
There are	(two)	pens on the table	OR There aren't (two) pens on the table. There are (three) pens on the table.

Is there	a	pen on the table?	Yes, there is. / No, there isn't.
Are there	(two)	pens on the table?	Yes, there are. / No, there aren't.

There is = There's

There are → "There are" does not have a contraction form

- Fill in the blanks below to complete the sentences.

1. There is a library next to the park.
2. All the students went home. There aren't any students in the classroom.
3. _____ 50 states in the United States.
4. No, _____ polar bears at the South Pole.
5. A: _____ a message for me? B: No, _____.
6. Why _____ so many cars in the parking lot?
7. A: I'm hungry. B: _____ a restaurant across the street.
8. How many days _____ in March, thirty or thirty-one?
9. _____ a few things I have to do this afternoon.
10. A: _____ a post office nearby? B: I'm sorry, I don't know.
11. _____ something I can help you with?
12. No, _____ public holidays next month.
13. How many countries _____ in the world?
14. _____ a woman in the picture. She is smiling.
15. _____ only three more days before the exam. Let's study!

ANNEXE X. Places in a town. Vocabulary.

<https://wordwall.net/es/resource/21831716/today-1/places-in-my-town>

Wordwall Cree mejores lecciones de forma más rápida Inicio Características Planes de precios

0:18

music shop

A **B** **C** **D**

Puntuación x2 50:50 Tiempo extra

2 de 13

PLACES IN MY TOWN

por Mica1

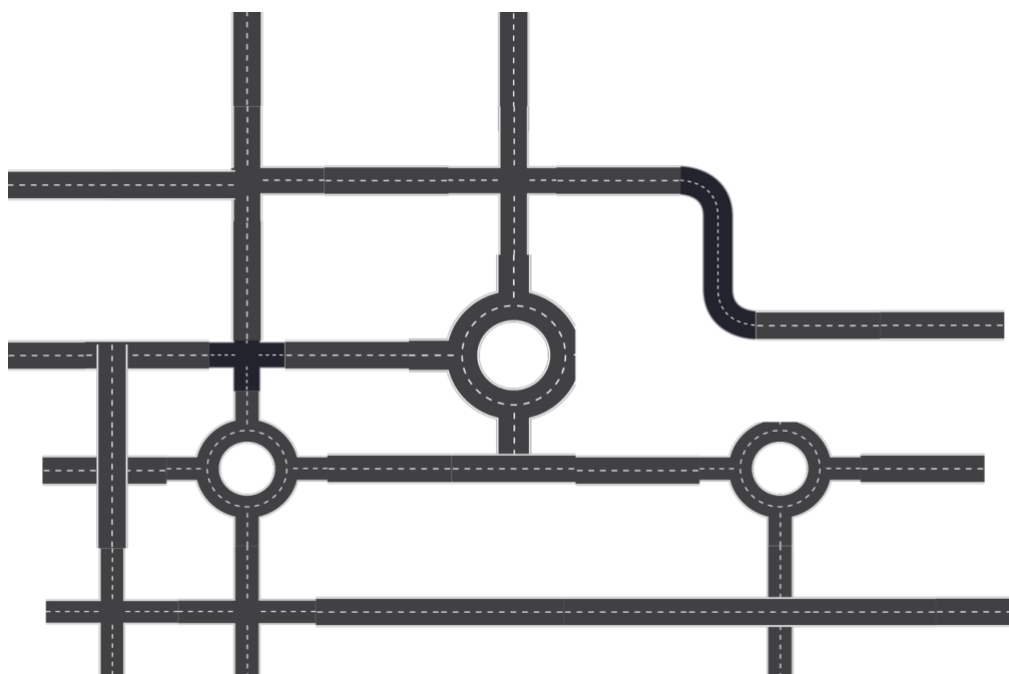
Compartir

Facebook Twitter YouTube

ANNEXE XI. Blind game.



MAP OF THE CITY



TEMPLATE MAP

Resource created using the app Canva (own elaboration).

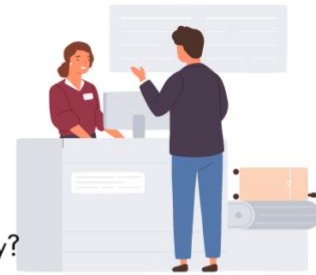
ANNEXE XII. Role-play.

Role Play: Inside the Airport

Scene 1: Check-In Counter

Characters:

- Airport Staff (AS)
- Passengers (P1, P2, P3)



AS: Welcome to Horizon Express! How can I assist you today?

P1: I would like to check-in for my flight to London, please.

AS: Sure, may I have your passport, please?

P1: (Hands over the passport)

AS: Thank you. Let me check you in. (Types on the computer) Here is your boarding pass. Have a pleasant journey!

P1: Thank you!

P2: Excuse me, I have a question about my baggage allowance.

AS: Of course, what would you like to know?

P2: How many bags am I allowed to bring on this flight?

AS: For this flight, you are allowed one carry-on bag and one checked bag.

P2: Alright, thank you for the information.

Scene 2: Security Check

Characters:

- Security Officer (SO)
- Passengers (P2, P3)

SO: Next, please. Please place your bags on the conveyor belt and step through the metal detector.

P2: (Puts the bag on the conveyor belt and walks through the metal detector)

SO: (Checks the monitor) All good. You can collect your bags. Have a great day!

P2: Thank you!

P3: Excuse me, can I bring this bottle of water through security?

SO: I'm sorry, but you cannot bring liquids more than 100ml through security. You can either finish the water or dispose of it.

P3: Alright, I'll drink it here. Thank you.



Scene 3: Departure Lounge

Characters:

- Passengers (P1, P2, P3)
- Airport Announcer (AA)



AA: Attention, all passengers. The departure of Horizon Express flight HE123 to London has been delayed by 30 minutes. We apologize for the inconvenience.

P1: Oh no, that means I'll have less time for my connecting flight!

P2: I hope they can make up for the delay during the flight.

P3: At least we have some extra time to relax here in the departure lounge.

Scene 4: Boarding Gate

Characters:

- Gate Agent (GA)
- Passengers (P1, P2, P3)



GA: Ladies and gentlemen, we are now ready to begin boarding Horizon Express flight HE123 to London. Passengers seated in zones 1 and 2 may now proceed to the gate.

P1: That's us! Let's go.

GA: May I see your boarding pass, please?

P2: (Shows the boarding pass)

GA: Thank you. You are in zone 2. Have a pleasant flight!

P2: Thank you!

Scene 5: Arrival Gate

Characters:

- Airport Staff (AS)
- Passengers (P1, P2, P3)



AS: Welcome to London! Please follow the signs for baggage claim and passport control.

P1: Finally, we made it!

AS: If you have any questions or need assistance, feel free to ask.

P3: Thank you!

Resource created using the app Canva (own elaboration).

ANNEXE XIII. Visualization of different brochures.



HOMER SIMPSON'S GUIDE TO SAVE THE ENVIRONMENT

Join the SDGs and make a difference!



Hey there, kids! It's me, Homer Simpson, and today I'm gonna talk to you about something super important—the Sustainable Development Goals (SDGs) and how you can help save the environment. Get ready to embark on an eco-adventure with your favourite dad!



1 WHAT ARE THE SDGS?

The SDGs are these fancy goals created by the United Nations to make the world a better place. One of 'em, Goal 13, is all about climate action. It means we need to take urgent steps to fight climate change and its effects. Don't worry, though, we can do this together!

2 HOW CAN KIDS HELP THE ENVIRONMENT?



Now, let me share some super easy ways you can make a difference:



SAVE ENERGY

Remember to turn off lights when you leave a room. TVs and game consoles, too! And hey, unplug chargers when they're not in use. We have to save that energy, just like I save my energy for donuts!



CONSERVE WATER

It's simple, kids. Turn off the faucet while brushing your teeth and take quick showers. No need to waste water when we can have fun and save at the same time!



REDUCE, REUSE AND RECYCLE

Here's the deal—use less stuff that gets thrown away, like plastic bags and bottles. Reuse things like clothes and school supplies instead of buying new ones. And don't forget to recycle paper, plastic, glass, and cans. It's like giving them a second chance!

PLANT TREES



Planting trees is like adding some green superheroes to our planet. They clean the air, provide shade, and make the world a better place. Plus, they're great for hanging a hammock and taking a nap!

SHARE THE KNOWLEDGE



Talk to your friends, family, and even your teachers about how important it is to take care of the environment. Let them know about the cool things you're doing to save the planet. We can all be heroes together!

3

JOINING COMMUNITY INITIATIVES



Look for groups in your town that are working on cool environmental projects. You can join them in cleaning up parks, planting gardens, or recycling programs. It's like having a team of superheroes fighting for a greener world!

4

CONCLUSION



Well, kids, you've learned about the SDGs and how you can help save the environment. Remember, even Homer Simpson can make a difference, and so can you! By saving energy, conserving water, reducing waste, planting trees, and spreading the word, we can create a better future.

So, let's get out there and be eco-warriors! Together, we can make a world with cleaner air, bluer skies, and maybe even more donuts.

D'oh-n't forget to save the environment!



Resource created using the app Canva (own elaboration).

ANNEXE XV. Reading quiz.

<https://wordwall.net/resource/57223191/action-climate>

ACTION CLIMATE

Date: _____

Name: _____

1. Who created the Sustainable Development Goals (SDGs)?
 - A ☐ United Nations
 - B ☐ World Health Organization
 - C ☐ Greenpeace
 - D ☐ Pixar Animation Studios
2. What is Goal 13 of the SDGs about?
 - A ☐ Quality Education
 - B ☐ Gender Equality
 - C ☐ Climate Action
 - D ☐ Clean Water and Sanitation
3. How can children help save energy at home?
 - A ☐ Leaving lights and electronics on all the time
 - B ☐ Turning off lights when leaving a room
 - C ☐ Taking long showers
 - D ☐ Leaving chargers plugged in when not in use
4. Why is it important to conserve water?
 - A ☐ Water conservation is not important
 - B ☐ Children can conserve water by turning off the faucet while brushing their teeth
 - C ☐ Children can conserve water by taking longer showers
 - D ☐ Children should not worry about conserving water
5. What are the three R's in reducing waste?
 - A ☐ Recycling, reusing, and repairing
 - B ☐ Rejecting, refusing, and resenting
 - C ☐ Reducing, refusing, and recycling
 - D ☐ Repeating, rethinking, and redesigning
6. What are the benefits of planting trees for the environment?
 - A ☐ Trees increase pollution levels
 - B ☐ Trees provide shade and clean the air
 - C ☐ Trees have no impact on the environment
 - D ☐ Trees contribute to global warming
7. How can children share their knowledge about environmental conservation with others?
 - A ☐ Keeping their knowledge to themselves
 - B ☐ Talking to friends, family, and teachers about environmental conservation
 - C ☐ Ignoring the importance of sharing knowledge
 - D ☐ Sharing knowledge only with plants and animals
8. Choose one of the following initiative where children can participate to make a difference
 - A ☐ Joining a superhero club
 - B ☐ Participating in a community garden project
 - C ☐ Collecting comic books
 - D ☐ Playing video games
9. What is the role of the SDGs in creating a better future for the planet?
 - A ☐ SDGs have no impact on the future
 - B ☐ SDGs guide global efforts to address various challenges and make the world a better place
 - C ☐ SDGs are only for adults, not children
 - D ☐ SDGs are fictional goals with no practical applications
10. In the conclusion, what is the call to action for children to become eco-warriors like Homer Simpson?
 - A ☐ Do nothing and let adults take care of the environment
 - B ☐ Take small actions to save energy and conserve water
 - C ☐ Forget about the environment and focus on personal interests
 - D ☐ Avoid talking about environmental conservation with others

ANNEXE XVI. Tourist guide – part 1.

TEAM'S NAME:

COUNTRY:

TEAM MEMBERS

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

TASKS

IDEAS 

QUESTIONS



A black silhouette of a city skyline is positioned at the bottom of the page. It includes the Statue of Liberty on the left, a Ferris wheel, several skyscrapers of varying heights, and a bridge on the right side.

Resource created using the app Canva (own elaboration).

PART 2

Group: _____ Country: _____

INTRODUCTION

HOW TO GET THERE?

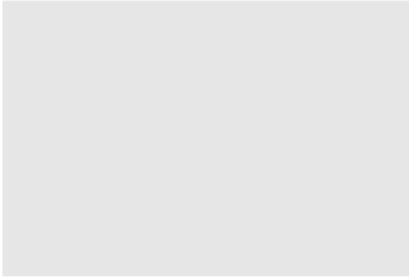


INTERESTING PLACES

- _____
- _____
- _____
- _____
- _____
- _____



MAP



Resource created using the app Canva (own elaboration).

ANNEXE XVIII. Tourist guide – part 3.

 ACOMODATION (WRITE THEIR PRICE BELOW)			
1	2	3	4

 GASTRONOMY	



LEISURE AND ACTIVITIES	
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

TIPS 

Resource created using the app Canva (own elaboration).

ANNEXE XIX. Group evaluation.

GROUP EVALUATION

TEAM MEMBERS	TEAM'S NAME
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	PROJECT'S NAME
5. _____	_____

Circle YES or NO on the following statements on how your group worked together
Please be honest.

- | | | |
|--|-----|----|
| 1. We finished our task on time | YES | NO |
| 2. We did a good job | YES | NO |
| 3. We encouraged each other. | YES | NO |
| 4. We cooperated with each other | YES | NO |
| 5. We used quiet voices with each other. | YES | NO |
| 6. We each shared our ideas | YES | NO |
| 7. We all valued each other's ideas | YES | NO |



Complete the following information:

Our group did best at 	Our group could improve on 	We had problems 
--	---	--

Resource created using the app Canva (own elaboration).

TAG FEEDBACK

GROUP N° _____

Project's name _____

Tell something you like	
Ask a question	
Give a suggestion	

GROUP N° _____

Project's name _____

Tell something you like	
Ask a question	
Give a suggestion	

GROUP N° _____

Project's name _____

Tell something you like	
Ask a question	
Give a suggestion	

GROUP N° _____

Project's name _____

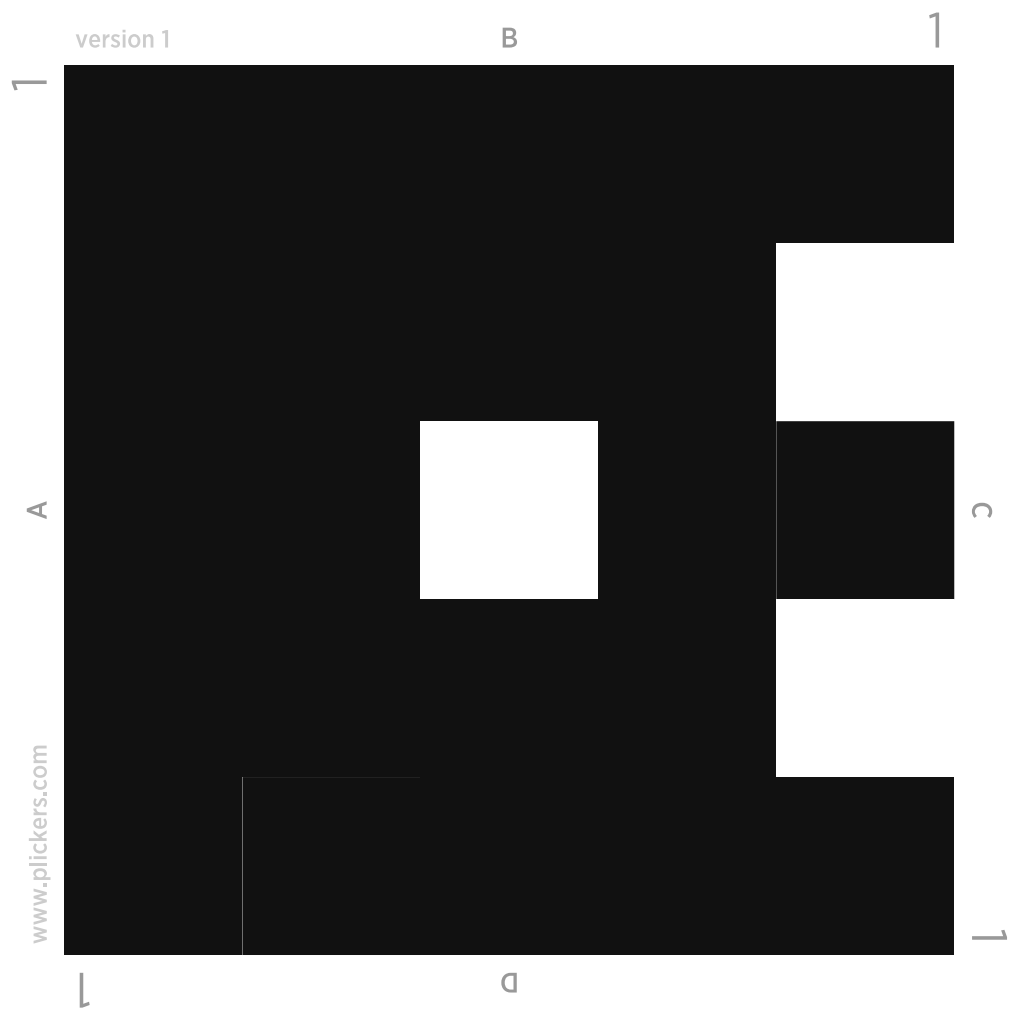
Tell something you like	
Ask a question	
Give a suggestion	

ANNEXE XX. Wanderpoly



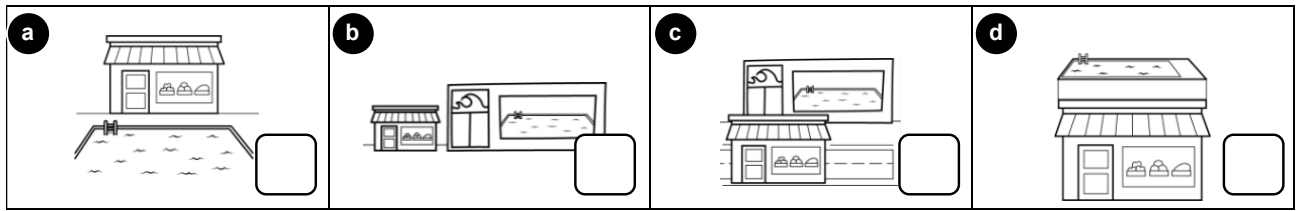
Resource created using Powerpoint (Own elaboration)

ANNEXE XXI. Plickers.



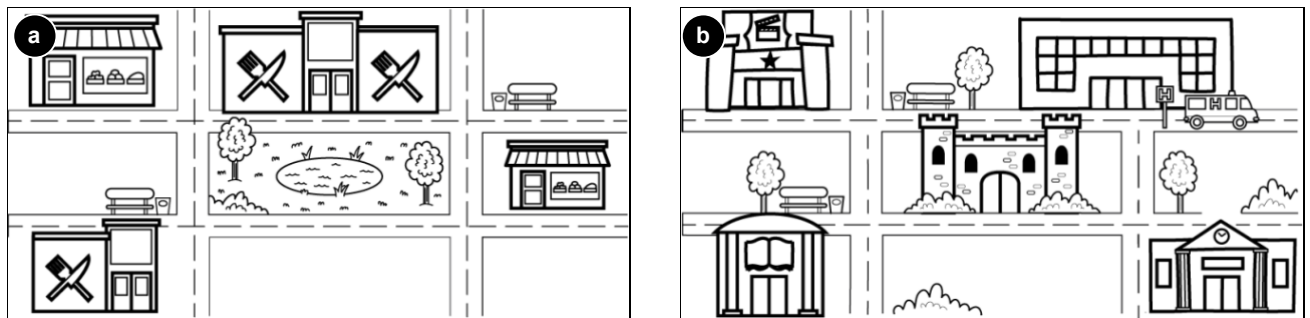
ANNEXE XXII. Test.

1. Read and write the numbers.



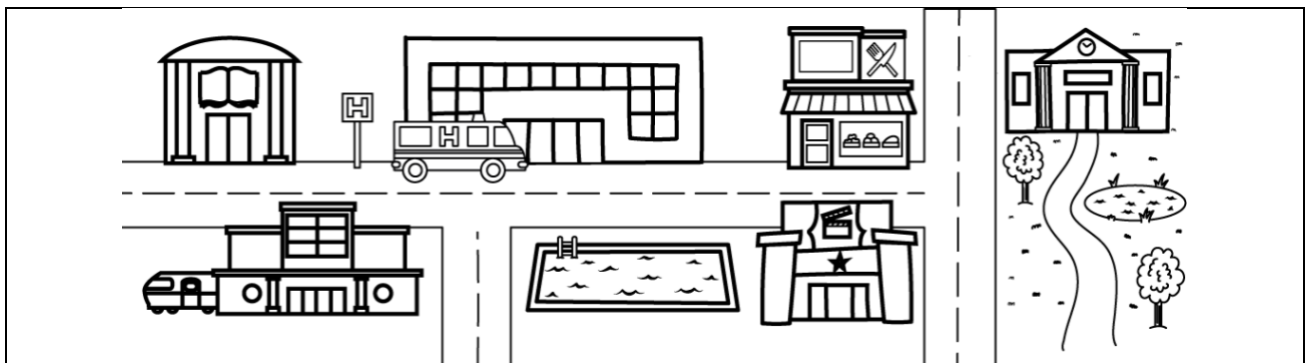
- 1 The swimming pool is next to the shop.
- 2 The swimming pool is behind the shop.
- 3 The swimming pool is above the shop.
- 4 The swimming pool is in front of the shop.

2. Look and write questions and answers.



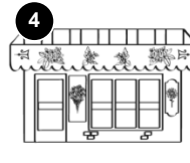
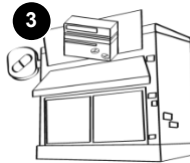
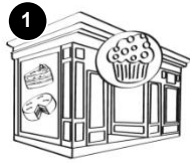
- a
 - 1 any / restaurants / ? _____
 - 2 a / hospital / ? _____
 - 3 any / shops / ? _____
- b
 - 4 a / castle / ? _____
 - 5 any / restaurants / ? _____
 - 6 a / hospital / ? _____

3. Look and write questions and answers.



- 1 where / cinema / ? _____
- 2 where / museum / ? _____
- 3 where / station / ? _____
- 4 where / hospital / ? _____

4. Look and write the words.



- 1 You can buy bread at a _____
- 2 People buy vegetables at the _____
- 3 You can buy medicine at the _____
- 4 People buy plants at the _____
- 5 You can buy a tennis racket at the _____

5. Read the emails and answer the questions.

Hi Jane,
I'm watching cartoons on television now. Are you doing anything? Let's go to the cinema on Friday. My mum will take us. There's a new comedy about a school. My friend has seen it and she says it's great! Or there's a good sci-fi film, too. Which do you prefer? I've got my after-school club on Friday, but I'll finish at 5 o'clock. I got some cool new jeans for my birthday last week. I'm going to wear them on Friday.
Becky

Hi Becky,
I watch sci-fi films every week, so let's watch the comedy. Is that OK? Right now, I'm watching a historical film with my dad and it's boring! I've also got my after-school club on Friday. I'll finish at 5.15 p.m. I don't know what I'm going to wear, perhaps my new sandals.
Jane

- 1 What is Becky watching? _____
- 2 Where will they go on Friday? _____
- 3 What is Becky going to wear on Friday? _____
- 4 What does Jane usually watch? _____
- 5 What time does Jane finish her after-school club? _____

ANNEXE XXIII. Teacher evaluation.

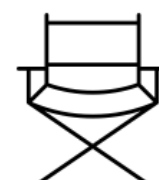


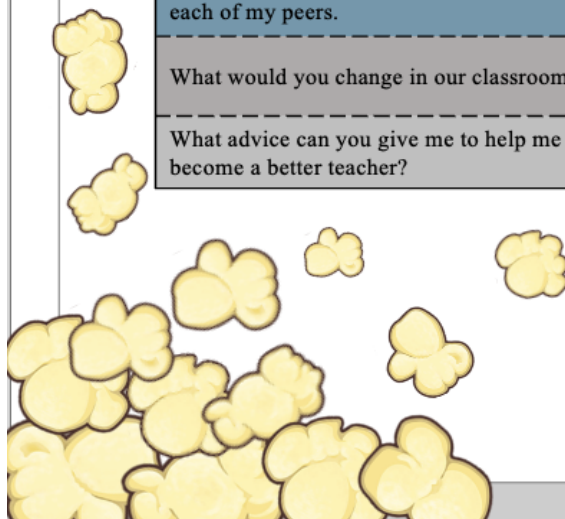
HELP ME TO BE A *better* TEACHER !



Please fill in the following questionnaire as honestly as you can. Your answers help me to improve my teaching. It is not necessary to write your name! Colour the following stars in relation to how much you agree with the statement. If you colour all it means that you are totally agree. In contrast, if you do not colour any you are not agree.

My teacher explains things so I can understand.	★ ★ ★ ★ ★
My teacher uses different ways of teaching grammar or vocabulary.	★ ★ ★ ★ ★
My teacher is helpful when I have a problem.	★ ★ ★ ★ ★
My teacher is always on time for the lessons.	★ ★ ★ ★ ★
I feel welcome and safe in the English class.	★ ★ ★ ★ ★
My teacher replies any doubt.	★ ★ ★ ★ ★
My teacher carries on motivating and enjoying activities.	★ ★ ★ ★ ★
My teacher is worried about the progress of each of my peers.	★ ★ ★ ★ ★
What would you change in our classroom?	
What advice can you give me to help me become a better teacher?	

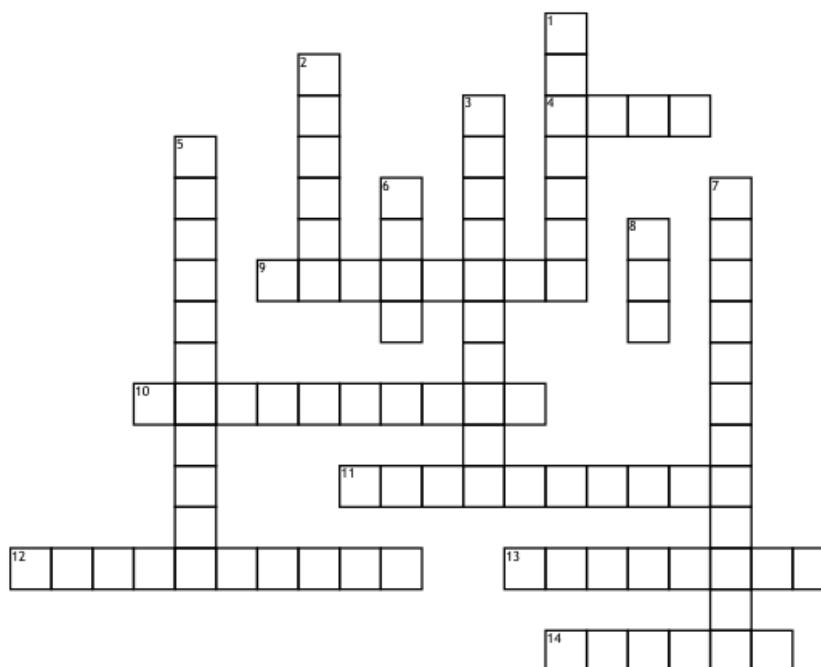





ANNEXE XXIV. Crossword.

Name: _____ Date: _____

Places around town



Across

4. It's a place where you deposit money and get cash.

9. It's a place where you get medicine.

10. It's a place where you wash clothes.

11. It's a place where you buy stamps and send mails.

12. It's a place where you put gas in your car.

13. It's a place where doctors and nurses work.

14. It's a place where you buy fresh bread and cakes.

Down

1. It's a place where you read and borrow books.

2. It's a place where you pray.

3. It's a place where you pay to eat meals.

5. It's a place where you buy food and drinks.

6. It's a place where you take children to play

7. It's a place where you watch movies.

8. It's a place where you do exercise and keep fit.

Word Bank

Supermarket

Hospital

Movie theater

Post office

Bank

Laundromat

Pharmacy

Restaurant

Gas station

Bakery

Library

Park

Church

Gym

Resource created using Powerpoint (Own elaboration)

HOLLYWOOD, ALMERIA

A travel blog

- 1 ★ Work in pairs. Look at the photos and answer the questions.

- 1 Do you know the places in the photos?
- 2 Why do you think this region is called 'the Hollywood of Spain'?

- 2 ★ Read the blog about film locations in Almería and check your ideas in Exercise 1.



The Tabernas Desert is the only real desert in Europe. The rainfall is less than 250 mm per year.

- 3 ★★ Read the blog again. Are these sentences T (true) or F (false)? Correct the false sentences.

- 1 Barney is writing his blog while he is visiting Almería.
- 2 The Tabernas Desert appears in many classic films.
- 3 Barney doesn't understand why film makers use the Tabernas Desert for western films.
- 4 They don't make films in the Tabernas Desert any more.
- 5 Almería city is a location for some films.
- 6 The Alcazaba is a modern place.

Barney's Blog

I'm writing from the Hollywood of Spain.

This week I'm visiting Almería in Andalusia, which is the Hollywood of Spain. Almería is the location for many films and TV series. In the past, film makers chose the magnificent Tabernas Desert as a place to film classic spaghetti westerns like *A Fistful of Dollars*. And I can see why! The rock formations and dry landscape in the Tabernas Desert are very similar to the deserts of the American West. Current film makers also use the desert landscape in Almería. The TV series *Game of Thrones* and films like *Exodus: Gods and Kings* and *Assassin's Creed* feature the Tabernas Desert.

However, film makers don't always come to Almería for the desert. They sometimes use the Alcazaba in the city of Almería as a place to film. *Game of Thrones* (again) and *Wonder Woman 1984* have scenes that take place in the Alcazaba. The Moors built this large fortress about 1,000 years ago. It is on a hill with views over the sea. The Moors could see ships going in and out of the port so they would know if there was any danger. It is really worth visiting because it is a fantastic site – and an ideal film set.

I'm a film lover, so I'm really enjoying my visit to Almería. It has plenty of spectacular film locations to see. I really recommend a visit.

GLOSSARY

fortress – fortaleza landscape – paisaje the Moors – los moros

ANNEXE XXVI. Rubric to assess the direct observation.

	1. Poor	2. Good!	3. Very Good!	4. Excellent work!
COLLABORATION WORK EFFECTIVELY AND RESPECTFULLY WITH HIS TEAM	Only worked well with some of the members.	Worked effectively and respectfully with nearly all the team	Worked effectively and respectfully with his team	Worked effectively and respectfully his team. Helped other team members to be effective and respectful of each other.
COMMUNICATE IDEAS EFFECTIVELY	Communication was sometimes distracting, off-topic, or not clear.	Communicated ideas in a mostly clear and understandable way	Communicated ideas in a clear and understandable way. Supported ideas with examples or facts	Communicated ideas in a clear, engaging, and memorable way. Supported ideas with relevant examples or facts.
GENERATE AND EXPRESS NEW AND CREATIVE IDEAS	Struggled to come up with new ideas	Came up with new ideas	Used processes and techniques (brainstorming, researching, etc.) to come up with new ideas	Used a process to generate and assess new and innovative ideas
USE REASON TO ARRIVE AT CONCLUSIONS OR THEORIES THAT ARE LOGICAL	Formed ideas that do not make sense based on information that is available.	Formed assumptions that are logical or valid based on available information	Applied deductive or inductive reasoning to arrive at conclusions or theories that are logical or valid	Applied deductive or inductive reasoning to arrive at conclusions or theories that are logical or valid. Recognized and accounted for personal bias

(Own elaboration)

ANNEXE XXVII. Rubric to assess the oral production.

POINTS	PRODUCTION		SOCIAL ENGLISH	NON-LINGUISTIC COMPETENCES	ATTITUDE
	Language	Pronunciation			
Extraordinary (5)	Speaks using the appropriate vocabulary and structures without remarkable mistakes	Uses the pronunciation worked in class perfectly and tries to sound natural	Uses the presented vocabulary and structures in social situations with friends or teachers spontaneously	Uses gestures and facial expression to support what he/she is saying.	Shows great interest and makes a great effort to perform well and to learn more
Very Good (4)	Speaks correctly or with a few mistakes using the appropriate language and structures	Uses the pronunciation worked in class	Tends to use vocabulary and structures in social situations	Is confident and uses non-linguistic competences to help communication	Shows interest and makes an effort to have a good result. Wants to learn more.
Acceptable (3)	Speaks with several mistakes although it's comprehensible	Tries to use the correct pronunciation but makes several mistakes	Sometimes uses vocabulary and structures in social situations	Uses non-linguistic competences to help communication more than linguistic competences	Shows interest and aims for a pretty nice result
Needs improvement (2)	Only uses single words and sometimes with mistakes	Pronounces the words as they are written	Only uses vocabulary and structures when it is request in the class	Relies on non-linguistic competences to communicate	Effort and interest were only enough for a passable result
Not acceptable (1)	Doesn't try to speak or speech is comprehensible	Doesn't try to speak or speech is incomprehensible	Doesn't speak English if it's not strictly necessary	Isn't able to communicate even with non-linguistic strategies	Doesn't make any effort or shows interest in learning or improving

(Own elaboration)

ANNEXE XXVIII. Rubric to assess the written production.

	Extraordinary (4)	Very Good (3)	Acceptable (2)	Needs improvement (1)
MAIN IDEA	Main idea sentence is clear, correctly placed, and is restated in the closing sentence	Main idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence	Main idea sentence is unclear and incorrectly placed, and is restated in the closing sentence	Main idea sentence is unclear and incorrectly placed and is not restated in the closing sentence.
SUPPORTING DETAIL SENTENCE	Paragraphs have three or more supporting detail sentence that relate back to the main idea	Paragraphs have two supporting detail sentences that relate back to the main idea.	Paragraphs have one supporting detail sentence that relate back to the main idea	Paragraph no supporting detail sentences that relate back to the main idea.
LEGIBILITY	Legible handwriting	Marginally legible handwritten	Writing is not legible in places	Writing is not legible
MECHANICS AND GRAMMAR	Paragraph has no errors in punctuation, capitalization, and spelling	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.

(Own elaboration)