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VALUE-LADEN TOPICS IN THE ENGLISH LANGUAGE TEACHING

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Abstracto: Los temas transversales se encuentran en una situación muy difícil hoy en día. Sabemos que son extremadamente importantes y damos por hecho que deberían de introducirse en la enseñanza dentro de clase pero aún no está del todo claro qué temas son los adecuados a tratar y la manera en la que podemos enseñarlos. El principal objetivo de este trabajo es precisamente intentar resolver esa incógnita. Se ofrece una definición clara de lo que al tema respecta junto a los principales motivos por los cuales se debería de implantar dicho tema en clase, además, se deconstruye el sistema educativo en general para, así, poder proponer una mejora y con ello dar formas en las cuales podríamos introducir estos temas transversales en las aulas. De hecho, aunque no de una forma muy exhaustiva, se dan ejemplificaciones de actividades como modelo para llevar a cabo en un futuro animando así a futuras investigaciones.

Abstract: Value-laden topics are in a very difficult situation today. We know that they are extremely important and we take for granted that they should be introduced into classroom teaching, but it is still not entirely clear which topics are the right ones to deal with and how we can teach them. The main objective of this paper is precisely to try to solve that question. A clear definition of what the topic is about is given together with the main reasons why it should be introduced in the classroom, and the educational system in general is deconstructed in order to propose an improvement and thus give ways in which we could introduce value-laden topics in the classroom. In fact, although not in a very exhaustive way, examples of activities are given as a model to be carried out in the future, thus encouraging future research.

Keywords: Values Education, Secondary Education, Non-traditional Education, Blended Classroom, Flipped Classroom.

1. Introduction

Nowadays, English is one of the most important languages all over the world, if not the most important one. As is known, English is the international language and, by consequence, it is the most taught language when talking about education in High Schools. The reason why I have selected this topic is totally related with the previous fact; even though English is the international language, a good perspective, from my point of view, is not drawn at the time of teaching it. Global problems are emerging and they will continue emerging every day; global could be considered a synonym of international and, as explained before, English is the international language. The main reason why I want to address this topic and explain it in detail is because of the fact that, by being an English teacher and applying all of what I deal with in this paper, a huge change of direction can be reached. In other words, I really want to change the way in which society is failing nowadays in the best way possible and that is, from my own perspective, teaching and giving students the opportunity to really know what is happening out of their comfort zone at the same time I give them the principle tool, which is English, to take active participation so that they can continue with the chain of making a better world possible.

The main objective that this article aims to reach is explaining what really are value-laden problems and how, taking advantage of the position of English in our society, they could be targeted when teaching English. This way, English would be taught with a sense of internationality being the main tool that has to be used in order to change society and solve those problems. In order to do this, first, it has to be explained in detail what is the topic that we are going to be referring to as “value-laden” so that a context is also achieved, this will be done in the very first section within the theoretical framework, “2.1 What are value-laden topics?”. Then, in the second section, “2.2 Why do we need them?”, what are the main reasons why we need to give such a change of direction in our education by implanting these topics in class is going to be exemplified and explained.

Once the reasons why we need to do this are known, some data regarding the way we can actually teach it in class is going to be given in the third section, “2.3 How can we implant them?”, this way, a good base will be created to explain the following proposal of activities to carry on in class; those activities will be explained in didactic proposal, “3. Didactic proposal:

Activities for English teaching in High Schools”. By doing so, this perspective could be expanded to a much wider one being the educational system in Spain as a whole finally giving some ideas of how it could be transformed not only in terms of English but in its totality. The very last steps are carried on in fourth and fifth section corresponding, “2.4 The educational system and its drawbacks” and “2.5 Methods and methodologies to enhance our educational system”.

This study could prove to be quite useful due to its high functionality and productivity, it gives a huge output in terms of educational results but, it is also very important to make students realize that it is real in our daily lives. It is because of that fact that a personal example is going to be shown in the form of a conclusion, “4. Conclusion”, comparing it with real results that have been recollected from two High Schools in Jaén.

2. Theoretical framework

2.1 What are value-laden topics?

As is known by everyone, English is one of the most important subjects that are taught nowadays, in fact, it is taught since the educational journey begins. English is one of the most versatile subjects that can be taught because of the fact that the topic that it concerns is not relevant for the success of the actual language teaching. At the same time, this affirmation opens a huge gap that has to be filled when talking about English teachers as the role of social figure could be perfectly made with this combination of education of an international language and the education of essential contents.

A perfect approach to do this is the teaching of value-laden issues in English classes within secondary schools. As Rascón Moreno (2014b: 27) indicates, these value-laden issues could include a lot of matters such as moral and civic education, peace education, health education or even consumer and road safety education. Even other authors such as Fisher & Hicks (1985, 217) labels this value-laden topic as “world studies” or even Pike & Selby (1988: 217) who stated that this topic is related with global issues as the environment, peace and conflict, human rights and responsibilities, and world development. As can be seen, the matter

is not just a very narrow one but, in fact, it is also very versatile one; making the actual acquisition of it very hard to achieve but, at the same time, giving plenty of game at the time of teaching it through a lot of methods and methodologies. This is not an hypothetical idea and it is not left aside as it was before. It is getting to the point where value-laden topics are considered as a must in our education. In the schedule of *Enseñanza Secundaria Obligatoria* it is stated that a determined number of contents have to be covered so that the student can develop his/her personality the maximum potential. In addition, in the *Ley Orgánica de Educación* it is also stated that values as a topic are extremely important not only in English classes but in all areas. This is automatically proved since this idea is carried on not only in Spain but in many other countries like England, Poland or Japan.

But, before initiating into the topic itself, a broad definition has to be targeted. Getting to know the main definition to such an ambiguous term is a very hard thing to do. It has to be taken into consideration that the term depends on perspectives and that it is a very new one. In fact, the term can be referred not only as “value-laden topics” but as many other ones, for example, as Kniep (1985: 13) said, it could be targeted as “education for a global perspective and global awareness education” or, as Fisher & Hicks (1985: 8) said “international education” but, from now on, the topic is going to be referred as “global issues” since it seems to cover all the aspect needed in this article. As to what the definition of global issues is concerned, the most appropriate one seems to be that of Fisher & Hicks, “education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural and interdependent world” (1985 :8).

Those topics mentioned before are not left aside in the education that is given nowadays but, in fact, they are covered in a very poor way throughout short speeches or casual presentations. It is a perfect opportunity to label these speeches or presentation as just a reinforcement of the actual progressive and essential topic that is global issues since they are extremely important. As Osler (2005: 4) says, this kind of education implies respect to each other, diversity and even intercultural evaluation. If we blend this information with Jakar (2004: 25) who said that this can be done face to face, it makes the approach even more interesting as the teacher could make real time experiments with students for them to learn essential topics at the same time it is being exemplified. Thus, they would be learning the consequences of what is being taught and they would be putting into practice the actual use of a language.

This could be made with pure theory via books or just taking advantage of technology which has to be provided in all centers. But the important matter here is the way that methods are being applied. The perfect way to do so would be to use the same method that has been used in order to obtain the information that is wanted to be taught; it is shown every day on the internet or even in TV headlines informing us about certain problems emerging, then, the perfect way to inform students would be through this. This way, it would also cover the fact that students have to learn how to use this media including technology, management and media awareness too.

Making sure students are developing a sense of critical thinking so that it can be compared to different references to identity hoaxes is very important; and so it is giving them skills to use the media which is the most immediate way to access a global perspective and to take action into the principal solution. All methods and methodologies are going to be explained in another section within this article.

2.2 Why do we need them?

In order to start with this section, the following quote summarizes in a good way some of the aspects why these topics should be applied in class:

Two-thirds of the nation with parochial and introverted attitudes, unsympathetic to a world perspective, clinging to the past and untutored to approach the future constructively. Attitudes towards the underdeveloped countries in particular are confused by stereotyped images, post-colonial guilt, racial and cultural prejudices, limited, unbalanced knowledge... (Fisher & Hicks 1985: 5).

Those facts could be perfectly proved since they are shown in news on TV every day, it is more than obvious that new problems are emerging on a daily basis and that people, especially young people, need to be aware of this. By consequence, teachers are the principal persons to make this possible through global education. If subjects are thought of as a matter of content, a main conclusion, which is that the only subject that can cover two aspects at the

same time without affecting its effectiveness is that one related to language, can be reached. In other words, teaching any kind of language such as English or French does not involve one main topic but a wide range. This is the perfect opportunity that language teachers have to implant this global matter into their classes.

Given for granted that this new tendency is already put into practice, the main goal would be to solve all those problems that are emerging every day. Consequently, the first step to make is clearly giving information to students about already existing problems. This way, students can combine their knowledge in a language and, at the same time, they can put into practice the new syllabus that is going to be followed through the textbook. Students can start forming their own ideas about a topic in that language using new grammar or vocabulary and, of course, speaking and listening as classes have to be given in a dynamic way creating debates. As said before, the main goal would be to solve these problems or, thus, making the student to become an active person at the time of fighting these problems outside school. Then, it is completely necessary to give them guidance with certain skills at the time of creating that debate, respectful speeches, intercultural approaches or even empathy.

The principal reason why global education is needed is just because of connectedness; to cover global problems such as human rights, maternal health, women's access to education, worldwide hunger or even health as a whole as stated "We need to develop a better sense of connectedness" (Worldlink 1990: 2). But another important aspect that has to be taken into consideration is the fact that ignorance from the part of students has to be obliterated. Somehow, international problems are seen as an external matter that does not affect us, a global perspective is needed. As it is illustrated by Cates (1990a: 4), a perfect example to prove this is the case of Japan. In Japan, every single action taken is directly related with global awareness; cars driven are linked to global warming and acid rain, house building is concerned with forest destruction, Japan's growing military is also linked with the emerging problem of wars and peace or even global security. Corruption is also seen as a problem of human rights abuse. Those examples prove that society can evolve and that global matters could be seen as a total link with every single aspect of value-laden topics.

In order to contrast with our present situation, some data is going to be given. Young people from 12 to 16 within Spain tend to ignore these kind of problems, leaving solutions aside and feeding this feeling of apathy. This is a clear example that education has to give a huge change of direction. Educators are so used to the educational system that has been implemented hundreds of years ago that they tend to forget that educators, at the end of the day, do not only teach a subject but have to transfer morals and ethics to their students. A future has to be put into hypothesis, students are going to become part of a responsible society so they have to be loaded with useful data, behavior and skills in order to do so. If students have no interest in those aspects, it is because something is not going as planned.

According to Reischauer (1973: 4), a reshape of education is more than needed. Humanity is facing certain types of problems that can only be faced at a global scale. Education is lacking in providing knowledge about the international world and behavior that has to be taken in order to maintain human harmony. These statements are not only given by experts but by big organizations such as *United Nations Educational* or even *Scientific and Cultural Organization (UNESCO)* which stated, in 1974, that it concerned education for international understanding, cooperation, peace and education relating to human rights and fundamental freedoms. Giving another perspective is crucial to spread respect to the culture in an abstract way since this would totally involve individual respect and predisposition to solve any kind of multicultural problem. The main problems that could be focused would be the fact that during all these years, a sensation of just in-school scholarship has been created. Thus, students only have the feeling that they are developing themselves as a person when they are in class and not when they are not, rather than combining these two aspects together so that the student can really develop aspects of his/her personality.

It is also important to mention the irrelevance of the topic when talking about English teaching, which means, teachers only put effort in speaking, listening, reading or writing and tend to leave aside what is actually being shown; the topic of, for example, the text. It is true that, step by step, English textbooks are increasing their diversity when talking about text topics so as to include these kinds of problems in them but, by doing this, the problem would not be solved.

From a very global and superficial perspective, there could be some hypothetical solutions such as making teachers themselves to know the important figure that they are so as to remind them that they have to educate in quite a lot of aspects. Language has to be assessed in a way that it actually helps students to maintain real conversations in order for them to develop a respectful speech at the time of talking. All these hypotheses, as it is indicated by Cates (1990b: 45), could be concluded in two main factors; active learning and language as a system to communicate rather than a structured language.

Apart from that, there is a good resource that could be exploited; extracurricular activities. This is the perfect opportunity that students have to put into practice the learning of English they have been receiving with global problems that are not only going to be pre-studied but that emerge in a real time conversation. Even changing our lifestyle would help students to get the point that is wanted to be transmitted since, again, teachers are role models. But, as said before, these are only hypothetical solutions which have to be put into practice.

2.3 How can we implant them?

In the following section, ways in which we can modify or even create methodologies and methods in order to focus on laden-value topics in English classes are going to be shown. As stated by Cabezudo, Christidis, Carvalho da Silva, Demetriadou-Saltet , Halbartschlager and Mihai. (2008: 28), it is very important to note that methodology is not the same as method; in a general view, methodology is the science that makes the fact of creating methods possible. It helps us to see education as a whole, by consequence, any activity made has to be related with a previous study which can be labelled as “methodology”. Therefore, when we want to focus on a topic in specific, it has also to be taken into consideration how education is working as a system. In other words, it can be taken advantage of the fact that a change in English classes to focus on certain topics in order to make a reshape in the educational system in general terms is needed.

In order to start, if it is wanted to change the perspective in which global problems are assessed, a definition is needed. The definition that is going to be used as a reference is that

used previously; “education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world” (Fisher and Hicks 1985: 8).

Since the main target to this definition is clearly students, the initial task is going to be related with the necessities and contexts of students. Then, it would come the time to present the worldwide reality implying global matters. There would not be any kind of sense in implying a methodology that students cannot understand.

It is crucial to develop an analysis of certain variables of students, especially if we want to build up a common learning process; age, origin and gender are crucial elements to take into account. A good environment is also crucial and it is because of that reason, that interactive learning is needed as it would not be enough just to present students with what problems are outside class, it is needed to hypothetically transfer those problems into daily routines.

Taking reference of the article mentioned before about “Global Education Guidelines”, an idea that could be interesting is presenting perspective from an abstract way, thus, a perspective is seen as a concrete thing when, in fact, it is not even a material product; then, presenting students anything from a point of view and then translating that issue into another perspective could make the student to realize that any kind of individual problem or perspective is actually part of a collective, consequently making the student realize that every problem affects him/her.

Religion is an aspect that can be also exploited. Taking advantage of the fact that when talking about religion there is not an existing conclusion. If students are put into debate with this topic and a respectful environment is reached, it is a very clear example that the good track has been reached. These kinds of tasks can also be translated to any kind of topic that would be considered as controversial such as xenophobia or even sexuality.

Basically, a principal topic at the same time a good environment of class has to be achieved in order to make methods to work in a critical way has to be targeted and clarified. As mentioned before, to reach the point of a method, it first has to be studied as a methodology and it is here when the question comes “Which methodology to use?” There would be a clear

answer to this question if all students present the exact same situation and all students would have the exact same skills but, unfortunately, this is not going to be the case. The answer lies more in the more than one methodology side. One of the key points that has to be met is that students are happy with what it is being taught, not in the sense that the topic chosen is interesting (that could be too) but in the sense that the lesson is being carried in an easy-going way always transmitting students the feeling that changing the world is a possible fact.

There are some methodological approaches that can help at the time of changing the dynamic of a class in order to include these aspects. The cooperative-based learning, for example, would make the class much more dynamic because of the fact that this methodology relies on students. They support each other by maintaining a conversation of just evaluating each other so that they can be aware not only of their own mistakes but of others. Problem-based learning focuses on the answers from the part of students to questions that have no real answers, in other words, this methodology stimulated the critical thinking of students at the time of creating their own view of life and injustice. Dialogue-based learning is extremely helpful to contrast ideas from an opposite point of view between two or more students. This way, students are forced to create a balance when reaching a conclusion developing their ideas of respect at the same time it is developed listening and communicating skills. Once all those aspects are put into consideration, some activities can be developed. This is because every single activity that is meant to be followed in class has to meet a huge variety of methodologies so that certain kind of methods work depending on the context that diversifies in each class since student's situation, as mentioned before, is always different.

In order to contrast all this information stated, an analysis of the experiment that Rascón Moreno made in the previous years is going to be carried out. This experiment was carried out during 2007 and 2008 in El Valle and Az-zait, in both years the courses that were selected were first and fourth of ESO and the same patterns were followed during each year. In order to put the reader in context, Rascón Moreno previously shows very informative data with the form of tables in which the reader can see different aspects of the students that are going to be evaluated such as age, origin or even gender. This is extremely important to remark since the topic that is going to be developed is directly linked with these kind of aspects

It could be thought that this experiment was something really easy to do but, from my own perspective it has to be said that that is far from reality. As it is indicated in the article there had to be taken into consideration numerous variables and all those variables have to be evaluated in different ways taking into account each of the situations of every single class and students. Results taken from before and after the value-laden lessons, English-level related exams and even the lessons themselves with its teachability methods are variables that had to be taken into account

In order to test the three different variables, exams were evaluated to every single course with its respective differences adapting to each class; questions about concepts and also a range of agreement with a number of statements that were evaluated depending on how much did the student get close to the right number as well as grammar, vocabulary, listening and speaking tests. These are all kinds of tests that were given to students and that made it possible to arrive to a conclusion that is going to be analysed.

During the experiment of Diego Rascón Moreno different numbers of exercises were carried out in order to evaluate the development of students. They had various tematics from bullying, the effect of drugs, road safety to international chats. They all had more or less the same pattern which was some kind of introductory speech from the part of the teacher followed by a short video or just visiting an url within Google. Students had to complete a series of exercises related to what was seen in that class. Nevertheless, the last activity was much more dynamic since there was no video as itself but just a creative conversation between two groups from different countries, obviously in English. Creating boundaries with other cultures from different countries is crucial too, to open student's eyes and to make them realise that life outside their boxes is not as it is expected could make such a huge difference.

It is extremely important to remark that all these activities were done not only with the purpose of teaching value-laden matters but also meeting the requirements of the respective course in terms of speaking, listening, grammar and vocabulary. All these exercises and activities, along with the final exams that are usually done during the whole course, is what is going to make it possible to compare results in terms of development in the selected value-laden topics and linguistic ones. The results cited above are all shown, again, in the form of tables which make the possibility of comparing them really easy.

As a result, in both High Schools, it has to be said that it was a complete success in terms of cross-curricular development. This means that there was a good result when talking about the level of concepts that students were able to fully understand and comprehend, especially in the first years of ESO. It is also important to say that this success was even more remarkable in the second institution, Az-zait. On the other hand, in both High Schools it could be concluded that this experiment was not as good in terms of linguistic competences since students did not succeed at the time of improving their level of English as a language in spite of the fact that this poor development was less noticeable in Az-zait. It is true that there were different results in every single group and in every High School and that some students managed to evolve better in certain aspects than others but it would not be correct to justify these results with just one reason. Every student has distinguished competences and contexts that make his/her development dependent on various aspects which are not equivalent. But, with these results, it is also true that a clear conclusion, at least about this experiment, can be drawn.

Evolution is not immediate, it implies changes and changes imply gradability; it cannot be seen all results from a pessimistic point of view, rather from a positive one. This new concept of cross-curricular figures in combination with the classic English Teaching Methods is a very new concept that has not been applied for a long time now. This means that teachers are still on the track of making this possible to succeed and the fact that, with this experiment, it has been possible to improve one of the main objectives which was to improve student's knowledge about value-laden topics proves that the good track has been discovered. It is all about balancing out the amount of lessons devoted to cross-curricular topics and English skills ones. There could be created a balance between the relation of the actual material given to students with the linguistic topic corresponding to the unit of the book so that it could act as a linguistic reinforcement and as a new concept development. In fact, during the process of the experiment, it is also mentioned that in the second High School, Az-zait, the activities given were a little bit more balanced and, as it can be seen, the results are better. Again, it is proven that there is much more than hope in this project and that it is worth making efforts to continue with it.

2.4 The educational system and its drawbacks

In order to start talking about the educational system, a previous definition of what is the term “competence” is needed:

the ability to respond to complex demands and carry out diverse tasks appropriately. It involves a combination of practical skills, knowledge, motivation, values, attitudes, emotions and other social and behavioural components that are mobilised together to achieve effective action. (Pérez Gómez 2010: 78).

Education is automatically linked with the term competence ever since the action of educating involves spreading, in a sense, information, knowledge or competences. Those competences are constantly changing according to the society and, as is known, changes do not come alone or without justification. This means that those changes that are carried on now have been demanded for years since the traditional educational system does not cover all student needs. It has come the time of leaving aside pure theoretical material that cannot be applied in real life and start mixing it with a versatile focus on practical competences.

According to Moreno Tiburcio (2008: 291), one of the most important topics that has recently arisen in the educational system context is the fact that competences are failing in every single aspect they can fail. This is one of the main reasons why such a huge change in the educational system is needed and, in fact, it is now changing due to reforms that are being processed.

It could be seen as simple as “we need a change”, but this topic is much more difficult to understand than that because of the fact that it has to deal with tradition exposure and also with subjectivity. Apart from that, every change that has to be faced in terms of the educational system is, by consequence, something relatively new, thus, giving a term is hard labour. Having said that, it is crystal clear that this is only an attempt to make competences a little bit easier to understand.

As a Spanish student, I can say that I have been dotted with some experiences in terms of education and my very first observation when talking about competences or syllabus is that the focus that educational institutions are reaching is only the pass-an-exam one. In other words, the process whereby a student only studies a subject in order to pass an exam and then forgets the material has to change radically. Acquiring material that is going to be forgotten in a brief period of time has no sense since students are not going to be capable of actually applying it. Education has to be based on its effectiveness. Making the educational system much more effective implies developing a new role when talking about teachers, remodeling the figure of the teacher itself so as to create a new environment in class for students to actually understand what is being taught.

It is obvious to say that, at the end of the day, such a huge change relies on the very last person that is going to carry the project, that person is, again, a teacher. This would not be the only time in which changes in educational contexts are made, but very few really give major changes due to the fact that there are some factors that are not being taken into consideration. As indicated by Torres (2010: 294), if a change is wanted, first, remodeling and teaching own teachers how to change is crucial; teachers that are used to guide themselves into an strict traditional way that has been followed for years, get to the point where this would be considered educational culture and that is really hard to change. Another influential matter that also has to change is the motivational one; teachers are more likely to reproduce what they have been taught, in other words, if a very simple degree with a plane methodology without any source of motivation given to change educational direction is given, teachers are only going to reproduce this attitude making a cycle very hard to undo.

The very first thing that must be done in order to teach good effective competences is an actual change in the program that future teachers are following. This fact could be totally translated with the following quote, "We are currently abandoning one kind of closure to embark on another. The shift is essentially from knowledge as contemplation to knowledge as operation." (Barnet 2001:32). Changes are demanded, but our educational system is not deeply studied. It has to be understood how our educational system works so that the main problems could be targeted and changed. It would not be rational to constantly change competences without actually understanding the term "competence" and this is what has been done during the past 10 years in the educational context. Only pragmatic changes with a very

clear mechanic procedure are proposed making ambiguity a very easy aspect to find, thus, making the change ineffective.

And it is just because of this, that a brief analysis about the current state of our educational system and its perspectives under some critical perspectives is going to be made. A critical way of thinking has a tendency of having a good connotation since it is a necessary tool to promote education in our daily lives. As it is stated by Morales (2014: 14), if education is put into a critical way of thinking, it would be five main analysis nucleus. This means that education can be analysed from a critical way of view in five different ways, each one being interrelated:

First, and this is quite important, the role of a teacher in education; teachers have to assume a responsible role for students, so is to say that teachers have to guide students in terms of knowledge and social problems as well as skills to confront them. In fact, teachers are meant to teach students how education really works and not only to give students data. In order to do so, it is extremely important that teachers start to see, from a critical way of view, how education is carried on. This way, they can translate those problems into their own teaching dynamic, resulting in better educational processes.

Another important point of view that has to be targeted is the role of education within a capitalist system. At the end of the day, education is another tool available for students to positionate themselves even more into hierarchical society. Having said that, the true aim or the actual purpose of the education has also to be explained so that good connotations start to build up. The previous idea is directly linked with the following one. Education has to be seen as a vertical system, this means that educational processes are imposed by authorities. If this statement is analysed, we can conclude that students should also take active part in the way in which decisions are made since they are going to be directly affected by them. Education must see students, who are the future adults of a society, as formers so that taking major decisions in life becomes a real concept and not just a notion.

Another important factor that is labelled as critical is the dialogue and the cooperation. As said before in the fifth paragraph of this section, education has to be effective. Through a

dialogue, a common perspective can be drawn into context; this would act as the base canvas for a future debate in which different viewpoints would be also given. It is crucial to really give students the opportunity to develop real time conversations and maintain a dialogue because of the fact that it is the most realistic way to teach a student how to reach an agreement effectively or, thus, in a society.

Finally, emancipation is the final result studied. After all, education is just a method that helps people to develop themselves not only as intellectuals but as humans so, through reflection and critical thinking, education should give society the capacity to take a perspective of their role in an individual way. Education should bring us the opportunity to see ourselves as individuals capable of taking our own decisions, thus, capable of emancipating.

After critically analysing the educational system under these perspectives and a good context has been created in order to understand how education should work, actual lacks can be completely remarked. This happens not only because of the critical guidance that could be followed but also because struggles when talking about competences are even more notorious if the situation is analysed.

As stated by Tedesco (1983: 3) one of the main problems that education currently has is that the role of making social distinctions is being even more accentuated. Educational pyramid has a link with the occupational one, in fact, the internal organization of education in grades, careers, modules, etc is only another way of remarking this distinction. Students end up studying what they are studying only because they want to scale in that pyramid but not because they actually want to acquire information, they are not motivated mentally but economically. Trying to “hide” social differentiation, which is still a reality, with the excuse of education is not a suitable situation if value-laden topics want to be transmitted. The current situation of education itself is considered to be a global problem, thus, it is, again, evident that a change is more than needed.

One way in which global issues or value-laden topics could pop out is thanks to history, by studying the history of a country or a nation, in general, by studying culture, topics such as feminism, poverty, racism or even xenophobia are going to emerge. Then, it is crucial to

carefully select the history that is being taught in order to teach realities and not fake perspectives.

One more time, the previous reflection could be considered as a lack in the educational system as syllabus related to literature that is taught, for example, in secondary education is related as if it was an ideology. It is taught in a superficial way leaving freedom to a misconception from the part of the student. Literature is not arbitrary, in fact, it is previously selected according to the own benefits of dominant entities. One perfect example of this is the way in which colonialism is still taught nowadays; a good perspective that suits us is always planted in books as if there could be something positive in that part of history of course not mentioning the dark side that was undergoing such as rape or machism. Those global issues are left aside and are not given focus.

As a general overview of what really is failing, Ditcher. (2001: 25) has a very good point that I would like to add to this section. There is a huge overload of content that really only take an instrumental approach without any kind of motivation but to pass a test. As she said, one of the ways in which we could see this more easily is through phenomenographic research. The effectiveness of the education is going to be totally related with the own perception that each student has of what education is.

As a general view, we could say that students can see education from two different perspectives; internal and external. Those students that see education in an internal way (which means that they think education actually changes the way you take actions) are more likely to increase their knowledge whereas students that see education from an external point of view are going to forget the content quite fast. One problem is that, if our educational system is not getting to the point where students see education from an internal viewpoint, is because there is something missing. But there is another one that is even more serious and it is the fact that, with the education presented nowadays, it is much more effective for students to just apply the surface learning. This is another affirmation that competences, teaching techniques and even the overall context of education must change so that students start to apply the deep level of learning and, in order to do so, new methods and methodologies, which are going to be explained later on, have to be applied

2.5 Methods and methodologies to enhance our educational situation

If the final product that is wanted to be obtained is a much more renewed education which is perfectly adapted to the constantly changing necessities of society, it would be very important to remark that the way in which this is going to be achieved is through non-traditional methods. As it is stated by Allen, Withey, Lawton and Aquino (2016: 47), those methods we are going to mention are experiencing a peak point and they are doing so in the form of blended classrooms, flipped classrooms and term-based learning.

Culture is a matter that is always changing and implies education to change too. It would be not logical to maintain the educational model that was culturally followed 200 years ago. Society evolves, for example, technology is extremely important nowadays, that is why non-traditional education is such a good idea. Changing the environment of the class so that it becomes actually cooperative and reflective is also a current need that was not existent with the old figure of the teacher being the superior entity in a class that only gave pure theoretical material. A sense of belonging and having a voice in class is necessary to create that effective and successful environment. In other words, culture along with a change in the dynamics would be helping students to actually being motivated, which is extremely important as can be seen with this quote; "Since the faculty member is one that generally sets the tone and mini-culture within the classroom, faculty need to be motivating and engaging with students" (Ejiwale, 2012:49).

As mentioned before, technology is in constant evolution. In fact, one of the main factors that is taken into consideration at the time of dividing generations within young people is the close relationship that people have with technology. This huge change could be perfectly extrapolated into class. It is a perfect idea to carry out certain types of activities in class that are related with technology or, thus, some e-learning processes. Technology could be applied not only within class but outside it making an indirect influence over education as a system; teachers themselves should adopt e-learning in order to enhance their capacity of instruction. Technology-based education, as explained before, could be adopted to auto-evaluate the capacity that a teacher has so that he/she knows where does she/he have to change, resulting in a much better classroom environment.

It goes without saying that e-learning is considered as a non-traditional method and it obviously has its good perspective and its bad one. For example, when talking about knowledge, e-learning has no limitations because of the fact that pretty much all the information that could be obtained is up on the Internet. This, for example, cannot be covered with a given book of a subject. In other words, e-learning covers the lack of the traditional way of learning which is that syllabus is determined by an appendix of a book making it almost impossible for the student to actually develop their own knowledge based on his/her own interest. However, e-learning itself also has its shortcomings. If we want to carry out a class with just pure e-learning it may lead to the full omission of the teacher role resulting in poor learning. This is not good at all since guidance from the part of the student is surely needed, that is the reason why students are students, because they still need a guide figure, the teacher.

Then, the best solution to this dichotomy would be to just carry out a lesson that covers both the strengths of traditional and non-traditional methods, this has a name, blended learning. Basically, the blended approach manages to combine 3 aspects stated so as to create multiple possibilities that could be applied in educational contexts; "There are at least three key dimensions to consider in classifying learning: physical class-based or virtual, formal or informal, and scheduled or self-paced" (Won. 2007: 3). Depending on the way those variables are mixed, certain types of class models will be created but, this way, having both traditional and non-traditional strengths would be assured. Some of those strengths, as stated by Won (2007:5), are increasing the effectiveness of learning, creating a progressive image within education that would benefit both students and educational institutions, less busy classrooms, enhancing researching skills...

Nevertheless, all these advantages that are shown could be considered as a utopia; we have to take into consideration the fact that there could be some students that do not know how to handle technology, or, what is the same, that there could be an unbalanced level to what technology usage capacity concerns. It is necessary for students to take a course in which they are taught how to properly use technology so that they can benefit the maximum possible from technology or e-learning methods. If the previous requirement is met, the objective of making students responsible for their own information learning so that they can apply that information to problem solving tasks would be achieved. In fact, this is the target

result that non-traditional methods are demanding, to focus less on pure theory but on values and skills. “learning analytics and the support of self-directed learning, but this would require a longitudinal approach supporting the development of students over a longer period of time” (Vestegen et al. 2016: 27)

As far as it has been mentioned, it could be said that traditional teaching is directly linked with instructor-centered methodologies where the teacher gives theoretical material during class in the form of lectures so as homework can be expected from the part of the student. A contrast to this that could work and could enhance the educational system is the so-called flipped-classroom; those lectures that the teacher is supposed to explain in class are sent via the Internet so that students can acquire that knowledge beforehand. This way classes can be totally squeezed in terms of effectiveness since class would be devoted developing activities to engage with students and reinforce that knowledge that they already got home.

As Michigan Radio (2013: 7) reported, this method is demonstrated to achieve less failure on the part of students, better flexibility and less stress as well as better scores overall. By implying this method, total equality in terms of capacity would be reached because of the fact that, since the theoretical content is given in digital, repeatable form, students would be able to repeat all the times they need in order to fully understand what is being explained. Balance is a very difficult term to develop in class as each student has different skills and capacities resulting in the imbalance of syllabus understanding within class. The fact that students would arrive to class with exactly the same understanding of the content is a very positive aspect to mention. The way in which this balance would be achieved is through a test that students have to complete at the end of each lecture, they have to pass the test in order to complete the lecture, otherwise the lecture would be filled as incomplete harming their final mark.

Another important aspect that has to be remarked is the fact that this method implies a huge exploration motivation. Students at home have less pressure when talking about following the class since the lecture could be paused and reviewed. This means that if a topic of student's interest arrives within the lecture, they can pause it and look for further information in the internet; they can build up their own perception of the topic which is perfect for the understanding. The fact that students arrive to class with the sensation that information has

been perfectly understood brings that sense of confidence that compliments and feeds the cycle of good understanding and even a better explanation of thoughts. Flipped-classroom does not only help students to previously understand theoretical content but afterwards. Time in class would be spent to clarify those acquisitions. At the beginning of each physical class there would be some activities such as videos, games, quizzes, etc. This also implies fomenting e-learning as those activities would be carried out via the Internet. Cooperative working is also stimulated, students are supposed to debate in small groups the information that they have learned previous to class, this way problems would be solved in real time obviously guided by the teacher. In order to get to that point of effectiveness, perspectives have to be taken into consideration so as to develop an international sense in class and, by working with the cooperative methods this aspect would be completely achieved. This, again, is completely solved with a flipped-classroom because of the fact that it brings much more time to develop these type of activities in class that, otherwise, would not be possible to carry out in time.

Up to this point, what has been presented in this section is just the way in which new dynamics can be adopted so as to develop activities that provide students with the possibility to interact in class and reflect what they are doing in class. A non-traditional focus has been put during the whole section. This focus has a label, “active learning”. From my point of view, the principal matter that has to be targeted in order to change education is the dynamic of the class. As explained in the theoretical material, we have to move on from passive learning to active learning. E-learning, flipped-classroom or even blended classroom models are approaches within the active learning methodology. There are plenty of them but, taking into consideration that changes are gradual and that the current situation of education has to be studied, those are the approaches that I found more accessible and effective.

There is a clear misconception related with the term “active learning” and it is that, commonly, any kind of activity that implies the participation of a student is considered as active learning since the student is doing something. However, that is not the case, it is not a matter of action but engagement; “They must read, write, discuss or be engaged in solving problems” (Chickering and Gamson. 1987: 9). If the limit is put on just acquiring in a passive way theoretical material and not letting students build their own conception, education would not be succeeding. It would not be correct to say that lectures and theoretical material, thus, is not necessary since the process of learning cannot happen if new information is not given.

Nevertheless, there are different situations and different perspectives and even different people that have to be targeted and adapted to. By extending the number of activities and its dynamics, the student adaptation would be totally covered; as Sarva Shiksha and Tamil (2008: 11) state, opportunities to clarify, question, apply and consolidate new knowledge must be given. In fact, that is the root of “constructivism” as learning, as explained before, has to be seen as a way in which students create meaning starting the simplest process in which connections with neurons are also created. Every single student in the process of learning evokes to the brain to access encoded information in order to decode it and it is because of this that the way in which we storage that information is extremely important. A good comparison to this would be the way in which we organize books in a shell; the more organized the easier access to information.

Facts such as making attendance obligatory or even putting too much emphasis on a final mark are perfect examples that denote education is being developed to force students to learn in spite of stimulating them to actively participate in the process of learning. By consequence, the next section will be devoted to developing different active learning activities with a common feature, “value-laden topics”.

3. Didactic proposal: activities for English teaching in High Schools

Before introducing the context in which the activities would be developed, I want to clarify that this section is not a didactic unit. This means that I am not going to follow any kind of structure or programming since this is just an exemplification of the theory explained before in the form of activities. Thus, there would not be any kind of objectives or concrete syllabus for a didactic unit but just those objectives, competences, material, etc that the activities themselves aim for.

First of all, as explained previously, education has to be adapted to every single situation when talking about students so that it becomes inclusive. For that reason, a context has to be explained so that to know the situation in which the class activities would be developed. These activities are planned for students around 15 to 16 years old, students

would be involved in their fourth year of E.S.O. The class is constituted by 20 both male and female students and everybody is a native inhabitant of the town where the school is based, which means that there is not any kind of cultural diversity or any contradictory part from the part of students at the time of dealing with value-laden topics. Students are in the last semester of the last year of E.S.O. and they are currently reviewing all the grammar and vocabulary that has been taught during the year so it could be said that they have a decent level of English. It is also important to remark that each student in class has his/her own laptop with Internet access that must be brought to class. Another necessary aspect to clarify is that, in this class, the flipped classroom methodology is sometimes given. Thus, there would be activities that can only be carried out in the context of a lecture being virtually taught before physical class time.

The main goal that I want to achieve with the proposal of activities is to make notorious the fact that education has to be changed little by little instead of doing it abruptly. By consequence, the dynamic would not be dramatically different from that dynamic that we are used to but, still, it is a little step that could be taken in order to start changing some aspects of education as, for example, cooperation, dialogue, debates, motivation, coordination, integration of the student, etc. Even though the dynamic of class will be similar, it is very noteworthy too that the active learning model is fully used.

- First activity:

- Realisation: the teacher has to demand the reading of a book as homework. Then, once the book has been read by everyone, the teacher has to prepare some questions related to the topic of the book. Those questions must bring the possibility for students to really explain their point, they are not just yes or no questions. In the same session and before letting students answer the questions, they are also asked to formulate (individually) a question related to the topic regardless of the book they have read. Finally, once students know the answers and have formulated the questions, they have to submit all their information in a virtual journal that is free to access for the class. Taking into consideration that the class is in the final week of the course, they have already read the book which, in this case, is related to feminism. It is a book written by a feminist that shows students the real perspective of sexism in society. Since

the book is related with feminism and sexism (*The Feminism Book: Big Ideas Simply Explained* by Lucy Mangan. 2019, DK PUB editorial), the questions that the teacher asks would be those such as “What do you think about sexism in school?”, “Could you explain briefly what is feminism to you?” ... And, of course, the questions that students have to make would result in examples such as “Put an example of sexism that you have seen” or “Does sexism affect males too?” ...

- Objectives: If we talk about pure linguistic objectives they would be just to check if students have a good knowledge of what has been grammatically taught in the previous lessons of the semester and if they are being able to correctly understand the book itself. With this book, the revision of first, zero, second and third conditionals along with the passive voice and the reported speech with its reporting verbs would be specially targeted because of the fact that the book would be used as a revision of the second semester.

When it comes to objectives related with value-laden topics, this activity aims to teach students what feminism and sexism is, to allow students to identify those cases of sexism over females in their real lives and to know how to handle these kinds of situations. Also, it aims to show students how feminism is a social convention that is needed in order to achieve equality as the basis of human rights, not just a trend.

- Skills and Competences: during the development of this activity, the relationship between students and teacher would be fomented along with student's imagination at the time of redacting by their own and linking freely their own conceptions of feminism with reality. Active participation and cooperative learning would be also stimulated since students learn from each other. As a consequence, confidence at the time of expressing thoughts would also be enhanced. Finally, technological skills, critical thinking and reflexive capacity would also be improved.
- Time: this activity, in spite of what could be thought, would not be very time-consuming. Since students have already read the book, we would not have to take into consideration that they spent time reading it but just doing the activity. Questions from the part of the teacher would be done and submitted within less

than 10 minutes and the final question that students have to formulate must be done in 4 or 5 minutes. So, this activity would last from 14 to 15 minutes.

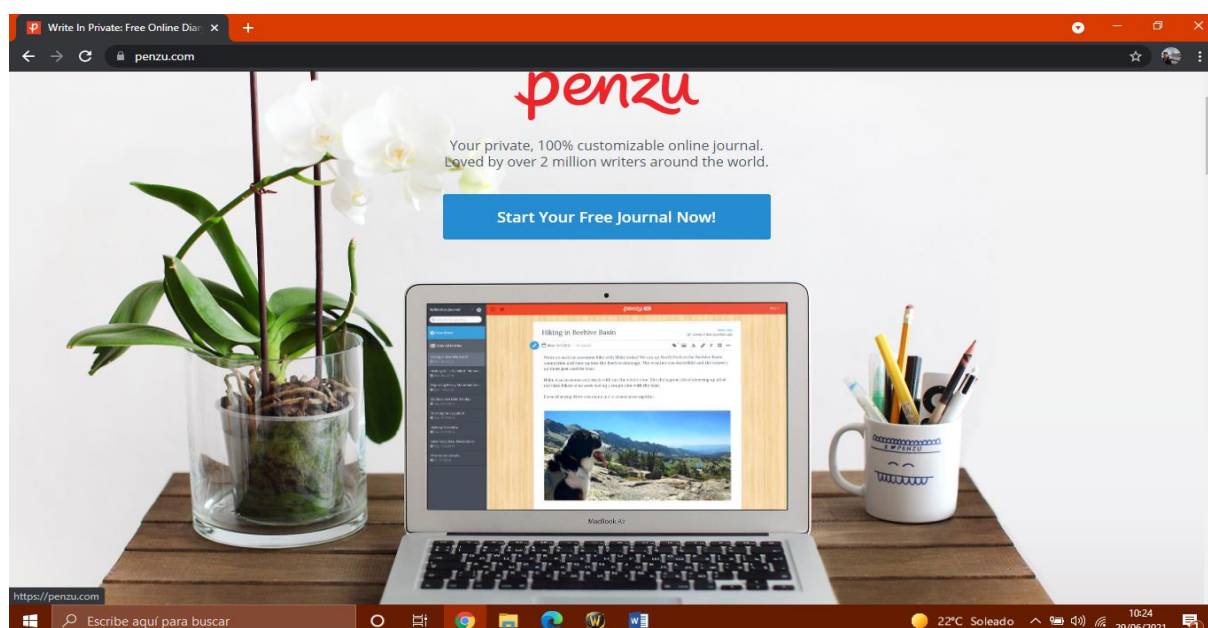
- Material: that the only material students would have to have is Internet access, which is provided by the high school, their laptop and the book which is also provided by the high school.
- Activity model:

1.- Once you have read the book I asked you to read last month (<https://www.amazon.es/Feminism-Book-Ideas-Simply-Explained/dp/1465479562>), please answer these questions in the online journal (<https://penzu.com/>) of our virtual platform (you will have 10 minutes to answer them). Before answering the questions, you will have to upload one question of your own to the same journal for your peers to answer; it must not be very long (it has to be answered within 5 minutes).

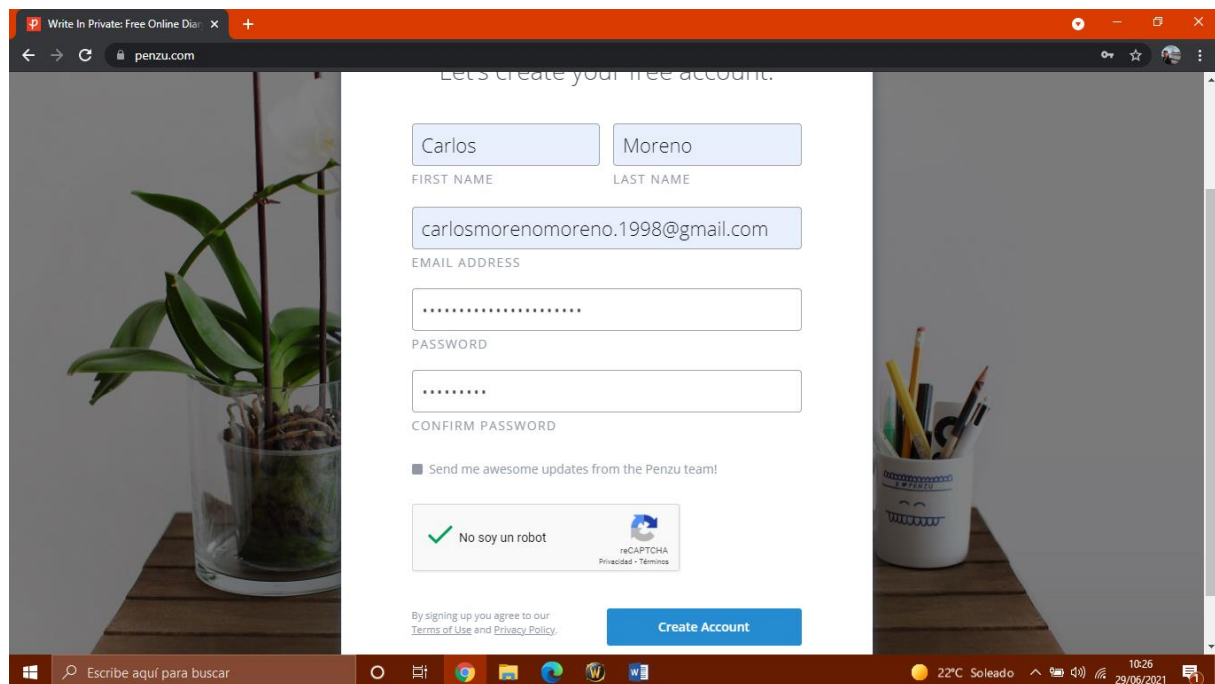
- Questions: What do you think about sexism in school?

Could you explain briefly what is feminism for you?

This is the virtual journal where students are asked to answer and create those questions (<https://penzu.com/>):



Logging in process:

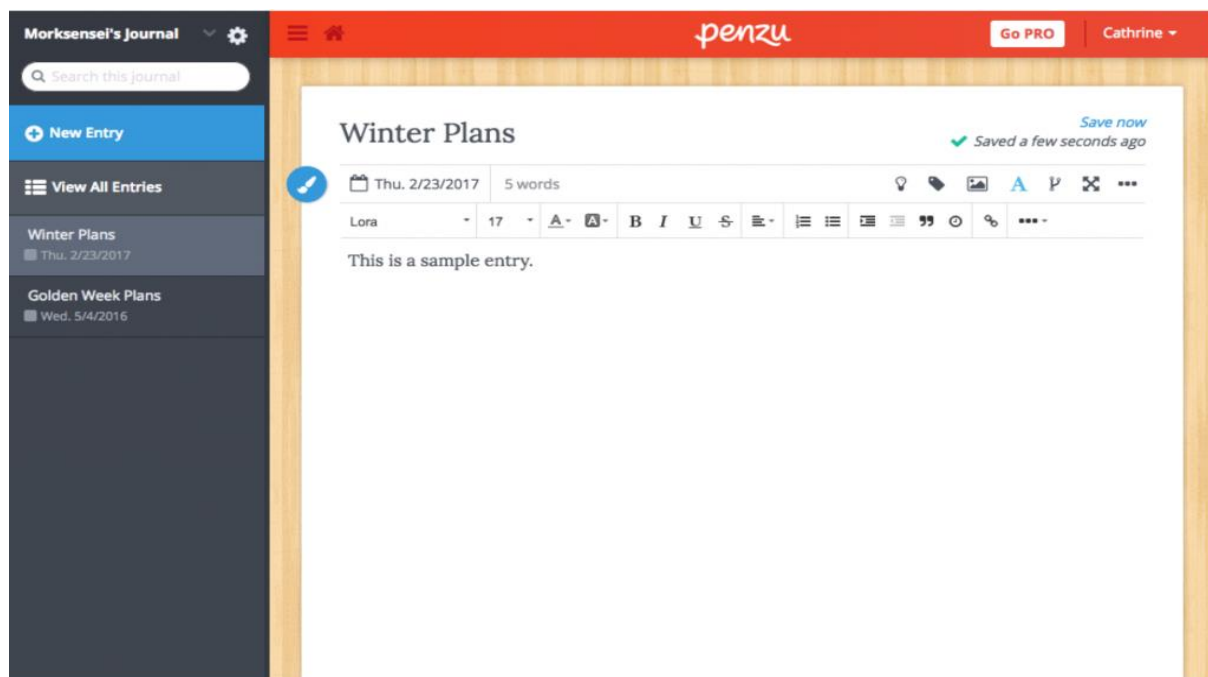


The screenshot shows a web browser window with the URL `penzu.com`. The page title is "Let's create your free account." The form contains the following fields and elements:

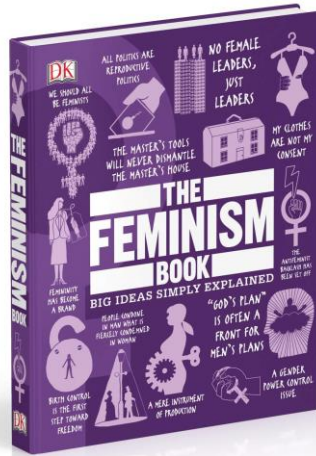
- FIRST NAME:** Carlos
- LAST NAME:** Moreno
- EMAIL ADDRESS:** carlosmorenomoreno.1998@gmail.com
- PASSWORD:** (masked with dots)
- CONFIRM PASSWORD:** (masked with dots)
- ☒ Send me awesome updates from the Penzu team!
- reCAPTCHA:** No soy un robot
- Footer:** By signing up you agree to our [Terms of Use](#) and [Privacy Policy](#).
- Create Account** button

The browser's taskbar at the bottom shows the Windows logo, a search bar with "Escribe aquí para buscar", and various application icons. The system tray on the right displays "22°C Soleado", "10:26", and "29/06/2021".

Inside interface:



Book which students are asked to read:



- Second activity:

- Realisation: students are given some papers that will be filled but before handing them the paper, students would be given a short movie through the Internet (<https://www.youtube.com/watch?v=-qxP2TzYcNw>). This short movie shows students how political arrangements and capitalism are extremely damaging to our nature with problems such as deforestation and global warming. Once students have watched the movie, they are asked to fill the given paper with one question about an aspect of the movie that they have not completely understood. Then, the teacher will collect the papers and take a minute to read the questions. Finally, the teacher will have to ask for volunteers that will have to stand up and give, outloud, their own opinion of that question. Students that have not solved their questions will have the opportunity to have a brief meeting with the teacher so that he/she can explain the problem to the student.

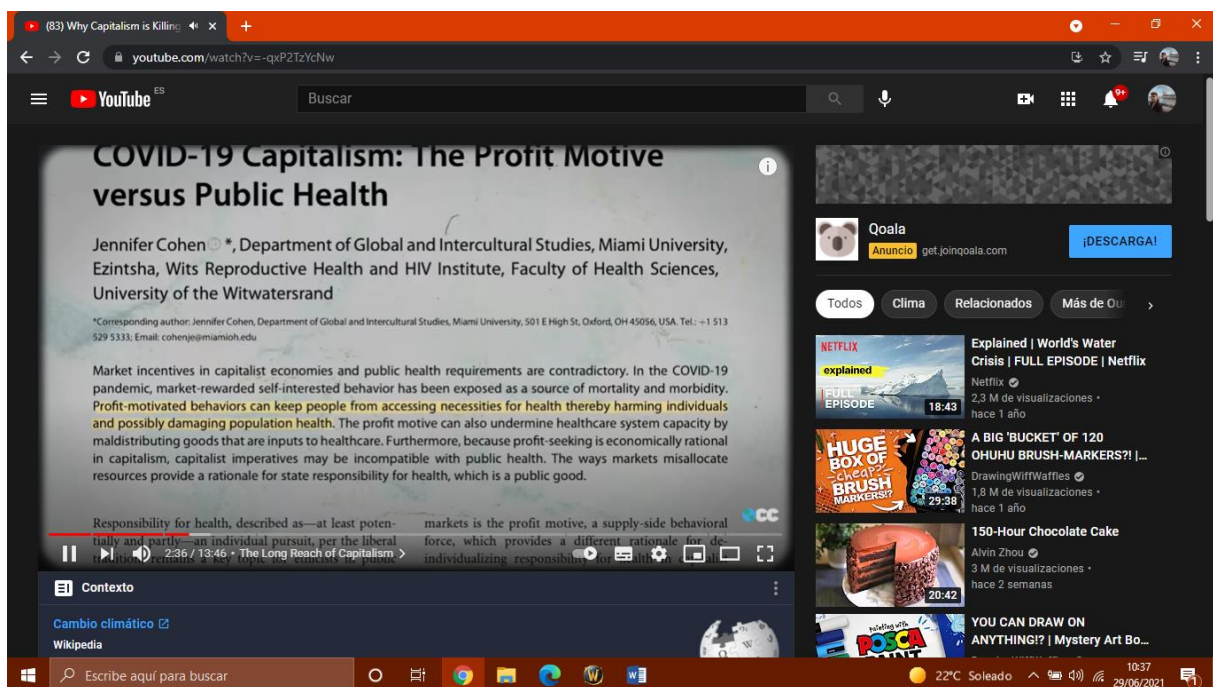
- Objectives: when talking about linguistic matters; to revise if students are getting the point of the course and the movie correctly. Taking into account that the movie is meant, apart from showing value-laden topics, for revising the first semester of the course, linguistic aspects such as the correct use of future continuous, future simple and be going to would be assumed as objectives. Talking about value-laden topics, this activity aims to show students the importance of political matters along with the impact that it has on our nature. Students would be also given the objective of seeing from their own perspective what are the pros and cons of the political system that we have nowadays and to start developing their own political identity as adults and not only as students.
- Skills and Competences: critical thinking at the time of deducing what is good and what is bad about capitalism, cooperative learning because of the fact that students would take ideas from the speeches of other students, an increase in the motivation from the part of students since they would be incentivised to do a good job once they see their peers are doing so. Also, a good relationship and a feeling of partnership would be enhanced. Fomented skills such as speaking, listening are the most basic ones.
- Time: the video lasts 14 mins just for students not to get bored during its attention and, then, students will have from 1 to 2 minutes to write down their questions. Once they have done that, volunteers will be demanded and it is then when the speeches will start, each student speech should last no longer than a minute. So, this activity will be done in between 15 to 30 minutes depending on how many students would be chosen as volunteers.
- Materials: a projector with a laptop connected to the Internet so that students can all see and hear the short movie. Some pieces of paper and pens due to the fact that students have to write down their questions and, finally, a class which allows students to sit in a circular way at the time of delivering the speech.
- Activity model:

2.- Please, pay attention to the following video of Youtube (<https://www.youtube.com/watch?v=-qxP2TzYcNw>) which last 14 minutes since you will have to formulate some questions about it later on. Once watched, please write down one aspect that you have not understood properly in this paper and it will be solved by one of your partners outloud.

- Your question: _____?

(keep in mind the question has to be asked very briefly so please do not exceed in length)

The video which is in Youtube platform for free (<https://www.youtube.com/watch?v=-qxP2TzYcNw>):



- Third activity:

- Realisation: the class would be divided into 4 groups constituted by 5 people in each of them. Once groups have been formed, students are asked to work in groups and to create an exam that would be done by a random group out of the other 3 ones. They would be instructed with the grammar that they have to put

into the exam along with the topic of the reading. Then, they will have to do some research on the Internet so as to find a short article containing the topic assigned which, in this case, is bullying and its consequences over society long term. The article has to be very short (half side of a piece of paper). Finally, once the 4 exams are made, they are spread and done by the corresponding group and, at the end of the class, they would be corrected by the authors of each exam.

- Objectives: again, to revise if students are understanding the syllabus of the course due to the fact that they will have to correct their own exam later on. In this case and, in the selected group, students have been asked to linguistically demand these aspects: relative clauses, some/any/no compounds, present perfect simple, past simple and used to.
From the value-laden viewpoint and because of the fact that students are asked to do some research up to the point when they find the perfect article, students are expected to deeply understand the concept of bullying, how to identify it, how to solve it and to fully know the consequences that it has over time.
- Skills and Competences: active participation at the time of creating the exam itself is improved, auto-evaluation is also stimulated since, in order to do an exam, you have to understand the contents of it. Multiple perspectives are also shown since they will be asked to do research, by consequence, they will have to see quite a lot of perspectives, this makes the international viewpoint even more crucial. Of course, skills such as writing and reading will also be used along with team work and confidence at the time of correcting the exam.
- Time: this could be the longest activity out of the 4, the preparation of the exam is divided into two sections. The first one being the grammatical activities leaving aside the reading, this will last only 15 minutes. Following this, some research will have to be done but for another 15 minutes. Finally, the exam has to be done in 20 minutes and corrected in just 10 because of the fact that students who made the exam are supposed to already know the answers. It is an activity of 1 hour. It may be seen as a short time in order to make and correct an exam but, in fact, it is not. Taking into account that the exam itself has to be

brief and that there are 4 people doing it, 15 minutes devoted to the development of each part is more than enough.

- Material: in this case, all is done through a computer so each student's group has to have a computer with Internet access and a printer to print the exams. Also they would need pens to physically correct the other exams.
- Activity model:

3.- You will now be divided into 4 groups. You have to work with the participants of your group in order to create a model exam (you will have 30 mins to create the exam). I will give you indications so that you know the parts and how you have to develop those questions which have to be planned to be done in 20 minutes. Once finished it will be corrected in class.

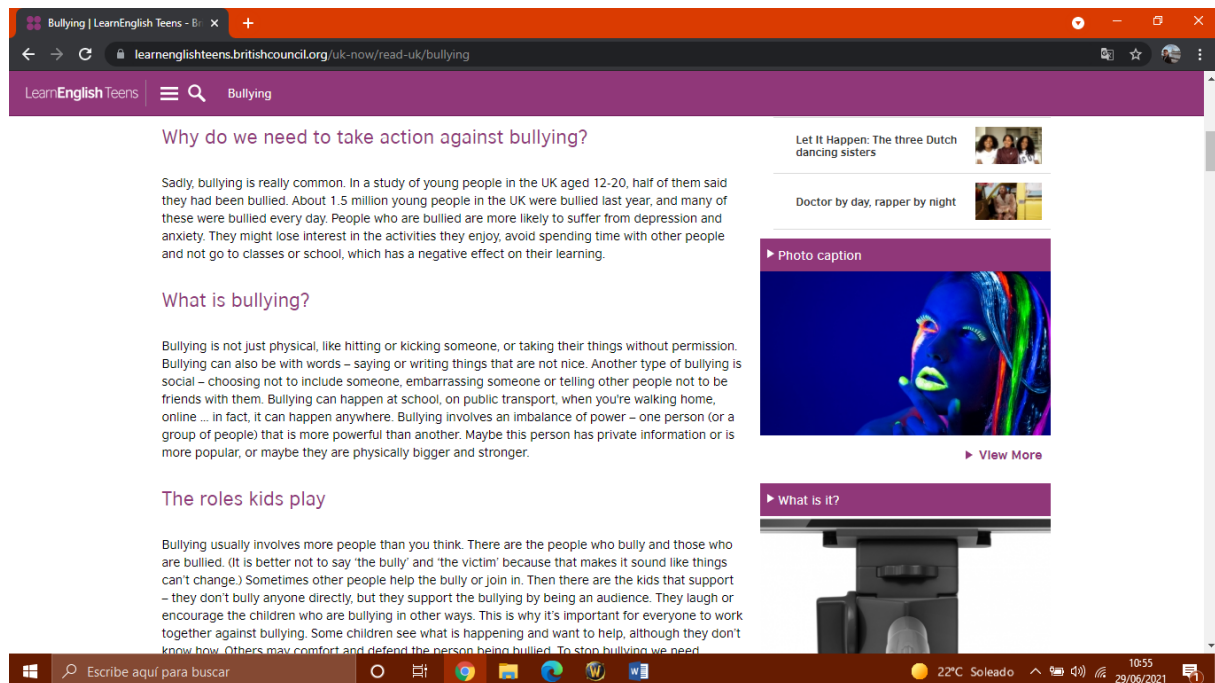
Grammar: 15 minutes

- a) Create one activity in which the other groups have to fill in gaps (grammar has to be related with future tenses):
- b) Create a linking activity with vocabulary and its definitions (vocabulary has to be related with social interaction):
- c) Create an activity in which students have to rephrase the original sentence without changing the original meaning (it has to be related with reported speech):

Reading: 15 minutes

- d) You have to research in order to find a very short (half a piece of a paper) article which is going to be used so that you can create questions (3 questions) for the other groups to answer (the topic has to be related with bullying):

An example of an useful article that could be used in order to develop the reading (<https://learnenglishteens.britishcouncil.org/uk-now/read-uk/bullying>):



- Fourth activity:

- Realisation: the procedure for this activity is the easiest one since it does not require an actual process to carry out the formation of the activity. Students would be asked to join the virtual platform “Busuu” where they will just have to register for free. Once they have registered they are asked to start a conversation with a native English speaker (usually from the U.S.A); in that conversation, Spanish students have to answer native English people what are the main problems concerning society over the country where they live. Meanwhile, they are supposed to use all the linguistic aspects of English learning during the course.
- Objectives: as each activity in this section, the main purpose is to check if students are acquiring in a cohesive and coherent way the linguistic aspects given in class. In this case, since the conversation is totally spontaneous, it is

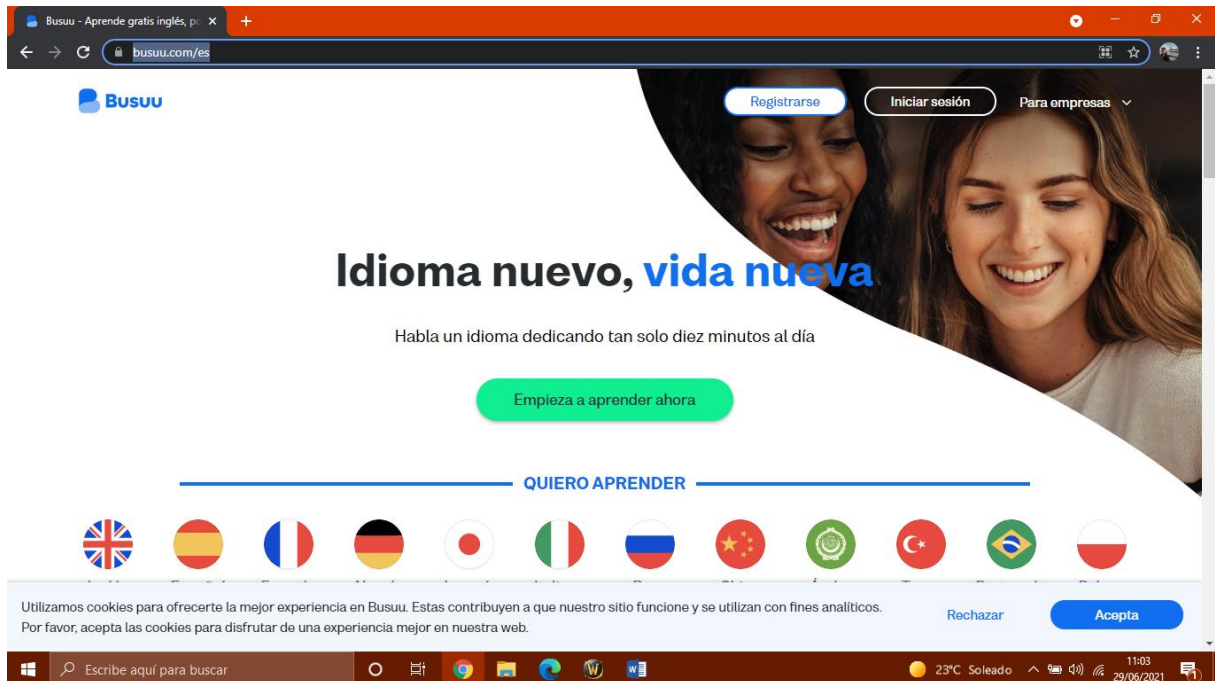
impossible to label which linguistic aspects are targeted but all of them. We could say that students are expected to use English in their own way to develop a real conversation with a native speaker.

On the other hand, there is not any value-laden topic specific to target either. Nevertheless, since students are asked to ask native speakers which are the main social problems in their country, topics such as educational problems, religious diversities, social classes or even poverty are going to arise. By consequence, the objective of knowing about international realities, learning from different perspectives and knowing how to act as a mediator would be covered.

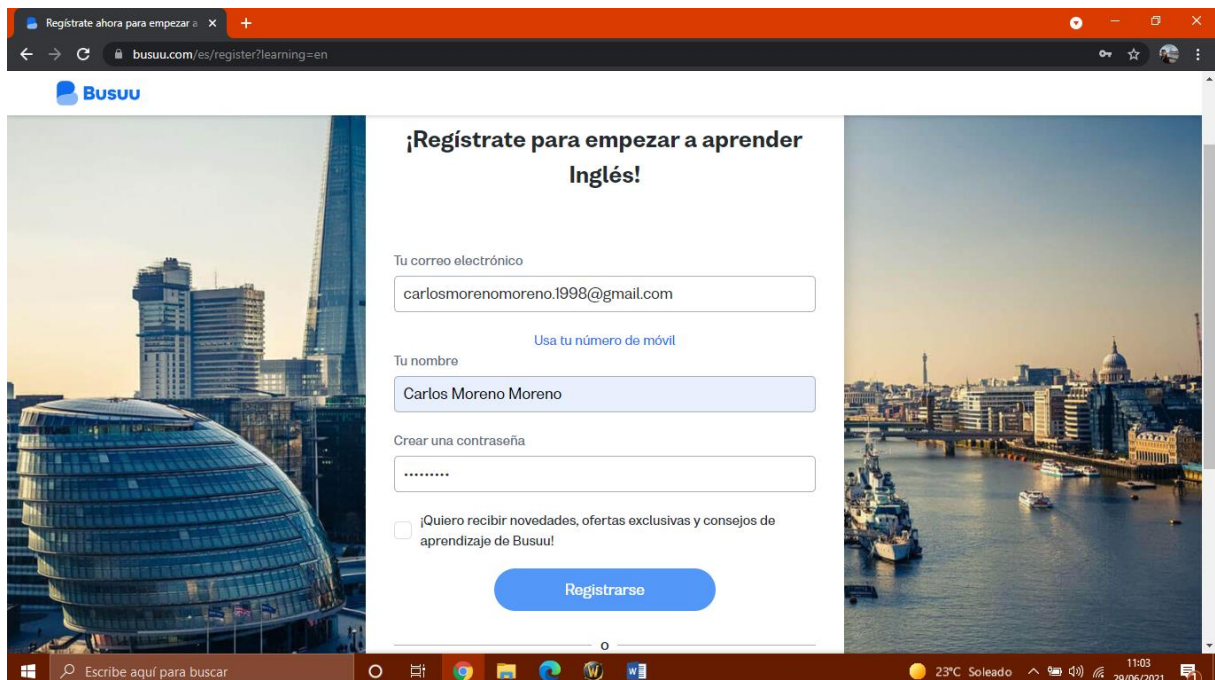
- Skills and Competences: this activity foments the argumentation as a whole from the part of students as they will be acquiring general knowledge of life while, inconsciently, mastering their English level. Also, it helps to gain confidence at the time of expressing thoughts and to take examples of how they could actually use some crutches that they hear. Motivation is a key point since, this way, students would develop a sense that English is really useful and effective when communicating with other people who do not speak Spanish. Basic skills such as speaking or listening will be totally used too.
- Time: there is not a schedule when dealing with this activity as it is impossible to know the time it will require for two people to finish a conversation, this activity could last 1 hour as a maximum.
- Material: a computer with Internet access and a webcam as well as a microphone so that students can communicate with the native speakers.
- Activity model:

4.- You will have to register in Busuu platform (<https://www.busuu.com/es>) so that you can maintain a conversation with a native speaker. You have to ask those native speakers about the main problems concerning their society at the moment. Please try to apply the syllabus given in previous classes (you will have the whole hour to do this).

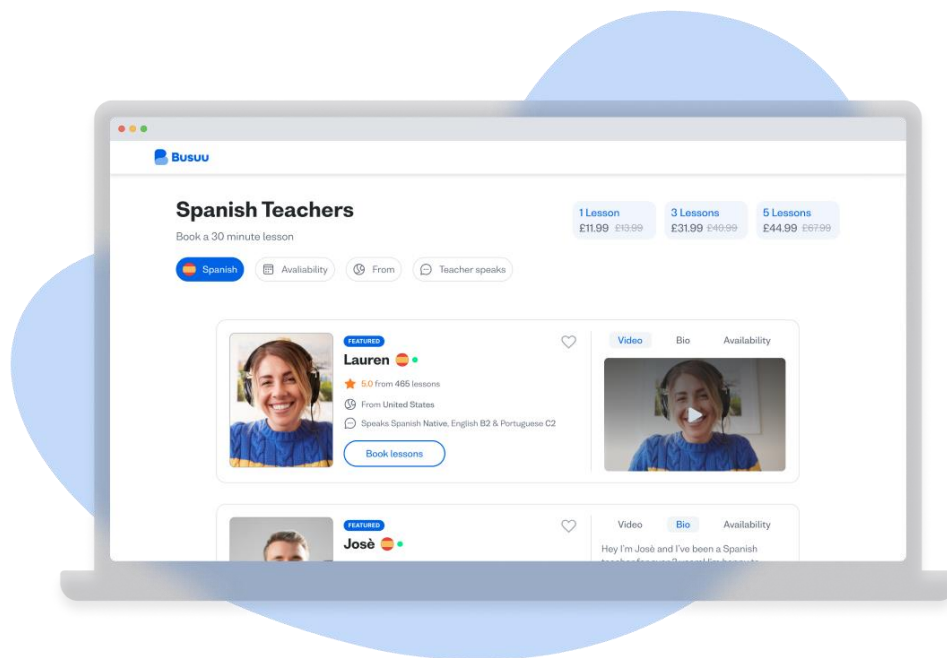
This is the platform where students will have to maintain a conversation (<https://www.busuu.com/es>):



Logging in process:



Internal interface (in this case we would be working with other students so it would be free):



4. Conclusion

After having explained all the theory related to this kind of issues, I have to say that I have a very realistic perspective on the subject and that is why I have considered that, in my experience, I can give a really useful point of view to develop this paper. During my experience studying from the age of 3 until the moment I am writing this paper, I can say that the application of education with this subject is strictly necessary. I am a homosexual person and I have been bullied quite severely since I was a child not only because of my sexual condition but also because of many other aspects of my life and my physique. All this, in the case of the school where I studied, was known and, even so, nothing was done to try to help me, I was simply ignored. If this kind of education had been in place at the time I was going through, I am sure I would have found the support and information I needed to make my educational journey much easier. I am not only talking about cultural diversity and the danger of bullying, but about all kinds of international issues that directly or indirectly affect society and the way it functions. After having researched all the information to carry out this paper, I have to say that education,

as it is theoretically stated, is not far away from the objective it sets out to achieve, the problem lies in practice. I see an incredible dynamic potential as far as education is concerned, but, thanks to this paper, the fact that a renewal of both methods and methodologies and teacher training is needed to carry it out, is more than evidenced. Leaving aside the importance of the subject itself, it is also of vital importance to say that the choice of this type of subject, although it can be given in any subject, the most appropriate would be English. Teaching value-laden topics in English classes would be the right thing to do because, as we are talking about such international topics, English would be the first tool used to talk about them. Moreover, the subject matter of the texts or the content in general that is taught in English does not affect the language skills that are to be achieved. With this paper, I intend to give visibility to this type of subject matter by raising the reality that it represents and the ways in which it could be implemented. However, this paper has not carried out an exhaustive research on the subject. This means that I have simply limited myself to a significantly superficial investigation of the scope of value-laden topics in order to introduce the topic and give it visibility, but I have not carried out the actual extrapolation of the theory explained in the paper to real life. However, and it is precisely for this reason that what I really want to achieve with this paper is to awaken the interest of future researchers to continue the thread on value-laden topics. I overwhelmingly call for experiments to be carried out in public secondary schools following the educational models explained in this paper (blended learning, e-learning, non-traditional learning...) in order to check whether the theory put into practice would really be effective. A clear example could be the gradual introduction of value-laden topics through technology in problematic classes to see if it awakens curricular effectiveness and improves the efficiency of the class in general. In this way, we could have access to real empirical data collection on what works in order to follow the right path to change the very traditional and outdated education that unfortunately prevails in some countries.

5. References

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