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TEACHING ENGLISH THROUGH DIFFERENTIATED INSTRUCTION

Student: Pacheco González, Jesús

Tutor: Dr. Ana María Ortega Cebreros
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Abstract

Through a theoretical and practical study, this dissertation seeks to elaborate a didactic proposal with the aim of providing pedagogical measures that help the integration and inclusion of students learning the contents of the subject of English as a foreign language in education centres. As a result, the unit elaborated in this project will take into account the diverse difficulties and individualized attention some disorders require. The target group will comprise non-native English students with speech, language and cognitive disorders which cause serious difficulties while learning, taking into consideration the inclusive education framework contemplated by the current education law.

Key words: *differentiated instruction, learning English, didactic unit, learning disorders, inclusive education*

Resumen

A través de un estudio teórico-práctico, el presente trabajo desarrolla una propuesta didáctica con la finalidad de aportar medidas pedagógicas que ayuden a la integración e inclusión del alumno al contenido presente en la asignatura de inglés como lengua extranjera o segunda lengua dentro de los centros educativos. Como resultado del proyecto, se propondrá una unidad que tenga en cuenta las distintas dificultades y demuestre una atención individualizada de cada tipo de trastorno. El tipo de alumnado al que se dirige dicha propuesta didáctica incluye aquellos que sufren trastornos del lenguaje, habla y cognitivos que dificultan el aprendizaje de la asignatura y cuya lengua materna no es la del objeto de estudio, tomando en consideración el marco de la educación inclusiva que contemplan las últimas leyes educativas.

Palabras clave: *atención a la diversidad, aprendizaje del inglés, unidad didáctica, trastornos del aprendizaje, educación inclusiva.*

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1. INTRODUCTION

Inclusive education is an essential mainstay within the ethical values of the educational system. Finding the ideal method which allows the union of all aspects of integration, equity and support inside the classrooms has never been an easy task. In fact, to a large extent, some areas are still in their first steps and there is still a long way ahead of us and hard work to accomplish. The education laws have not strongly highlighted the importance of this type of education until the last few updates and modifications and much less have provided the necessary tools that allow teachers to use the didactic units and materials required to assist those students who present difficulties while following the pace of standard curricula. There are many difficulties a student can have, being speech, cognitive and language disorders a whole field to explore and research.

Another important aspect is the poor performance and knowledge level of English as a second or foreign language among Spanish speakers¹, both adults and children. Spain occupies a low position according to the EF English Proficiency Index² results. This low performance poses problems within the most practical environments such as job seeking, the instrumental use of the language, whether it is inside or independent from the workplace, the rejection of the curriculum when minimum standards of language level qualification are not met and, of course, hinders the participation in multicultural events where English is used as the lingua franca. Despite the notoriety and visibility of these negative aspects during the adulthood, and taking into account they mostly interfere in professional and labor situations, it is true that throughout the learning process in the primary and, especially, the secondary school, the chances of reverting, fixing or mitigating the side effects of poor language performance are higher. Namely, it is the optimization of the English teaching in the educational system that will help Spain rise in the countries' English level scale.

Having said that, when we talk about disorders which directly or indirectly affect the student's learning process, it is not only a question of improving and perfecting the educative system, but also a direction towards equity and educational inclusion as well as a willingness to change, evolve and apply all the updates so that the system is ready for all types of circumstances that can arise in the future and slow down the learning process. It is not only a change of attitude, both from the teachers side and also from the students and their parents,

¹ According to the EF English Proficiency Index, Spain occupies the 33th place in the 2021 proficiency band ranking, which is classified as *Moderate Proficiency*.

² A worldwide ranking of the English proficiency level of every country based on English standard tests.

but also a substantial adjustment to the contents of the subjects, that is, changes in the didactic materials and the teaching methods.

The problem of many current programs and the contents of the didactic units of English as a subject within the high school context is how poor their contribution to differentiated instruction is. In other words, the materials are optimal for learning the theoretical knowledge required for mastering the basis of the language and, normally, grant more practical opportunities that let the students express themselves both through oral and written language, but they feel unhelpful for those students suffering from disorders that hinder their oral and written production and comprehension³. The scarcity of alternatives that grant the possibility for these students to reach the same level as their classmates seems evident. Taking these factors into account, it is essential to search and modulate a disjunctive of the current plan that would allow students with learning disabilities to catch up with the rest.

In order to apply these changes and elaborate these alternative units it is necessary to get a closer look at the language, speech and cognitive disorders which affect, directly or indirectly, the learning process of English. It is fundamental to know the nature of these disorders, how they affect and their possible treatments to select the methodological contents that will be incorporated. It is also important to notice that all these disorders are classified using a gravity spectrum, meaning the particular cases are numerous and each student can suffer the disorder in a very different way, that is, the areas that will be affected while learning the language will differ. Being aware of the plurality of the disorders is a key point.

All these conclusions lead us to an important question. Even though the corrections of the syllabus and elaboration of global and differentiated didactic units which comprise all the learning divergences among students is fundamental, and, therefore, an aspect that should be addressed year after year, isn't it also necessary to perform an exhaustive preparation of the teachers? Having a plural and inclusive unit within the classrooms seems pointless if teachers are not able to put them in practice in an effective way or if they do not have the necessary tools, especially if they have no decisive capabilities to face any kind of problem, obstacle or question that may arise in the classroom. Teachers should be able to show pragmatic

³ Comprehension refers to the input, which is the exposure of a learner to a language both reading and listening. On the other hand, production refers to the output, which is what a learner produces when they use the language, both speaking and writing.

aptitudes⁴. That is why there are two important aspects that need to be considered. Firstly, the professional and academic training of the teachers must be progressive, continuous and capable of adapting to all changes that the educational system presents to preserve the welfare of the students. A change must never be a detriment to the education, especially they should never negatively affect the teaching process of languages within the institutions. Secondly, all the elaborated didactic units must include a pedagogical component, that is to say, the guidelines and rules of how they should be implemented during the lessons. An instructions manual so that teachers are able to know how, when and why they should conduct certain types of activities. They should also know how to shape the contents to adapt them to the individual needs of every student.

Among the most notorious speech, language and cognitive disorders or the ones with the highest levels of affectation inside the areas of learning and development of languages, we can emphasize the dysphemia⁵ or stuttering, the articulation problems, the selective mutism and the attention deficit hyperactivity disorder. Special attention also to dyslexia, the most extended learning disorder in research terms. The learning disorders directly affect the academic development of the students in many of the subjects but especially in those related to languages, due to the high level of reading comprehension they require. In those areas of the contents where communication is essential the disorders will have more serious consequences. Although the general methodologies developed in the subject of English have been adapted, extended and developed and there is a greater increase in the presence of bilingual schools and language schools, the specific adaptations to the aforementioned disorders are not being applied in a sufficient, effective and integrative way in the Spanish educational system. Those students who present these disorders will remain excluded as long as their needs are not covered and they cannot learn English the same way their classmates do.

A methodological proposal should cover every possible hole in the current educational system but always respecting the limits of the legal framework and the educational inspection. In a world where English is in constant growth as the global common language, it is inadmissible that the students of a certain country fall behind just because the educational system of their country, despite the efforts, does not cater for the plural educational needs of all students. In order to achieve that goal, an exhaustive work is needed from the most general

⁴ To be adaptable.

⁵ A speech disorder in which the sequencing of the speech is constantly interrupted.

to the most specific aspects, from the educational laws until the adaptation of contents going through teachers' training and preparation and the parents' attitude, but especially, an improvement of the main vehicles that students need to reach all the knowledge, that is, it is necessary to adjust all the didactic contents students must face within the classrooms. The main objective of this project is to elaborate and describe the process of a didactic proposal that fulfills and respects all the aforementioned aspects and provides some conclusions extracted from the elaboration and results.

2. OBJECTIVES

2.1. General Objectives

1. To conduct a review on learning disorders and how to approach them in the FL classroom.
2. To design a didactic proposal for the subject of English as a foreign language focused on differentiated education.
3. To outline the instructions to employ the contents of the didactic proposal so that teachers can solve any outcomes that may arise during the lessons and meet the individual needs of every student.
4. To reflect on how the educational law should reinforce and guarantee and put in practice all the specific points and references to differentiated education and inclusion within the classroom.
5. To reach a conclusion on the potential effectiveness of the methodology proposed for differentiated instruction in English language teaching.

2.2. Specific Objectives

1. To provide a representative model of how a syllabus⁶ and a didactic unit can be adapted for differentiated education.
2. To describe how the new strategies and the elaborated contents of these didactic units help the specific problems of students with special needs.
3. To integrate and make all the students of the class feel part of the group regardless of the way they are learning, studying or doing an activity. To attend every disorder's needs

⁶ The syllabus comprehends the contents and topics that are going to be taught during the course while the didactic unit is the classification and structuring of the contents for further use in class.

regarding articulation, oral production, comprehension, motivation and willingness to speak and participate.

4. To improve the students' oral production, oral interaction and elaboration of written texts through alternative ways.

5. To improve the listening and reading comprehension skills and awareness through alternative ways.

6. To shape the assessment of the students to evaluate their strengths and weaknesses.

3. THEORETICAL FRAMEWORK

The theoretical basis of this project encompasses the different speech disorders which will determine the changes and adaptations of the didactic unit. By virtue of this, relevant information about the procedure of elaborating a lesson planning following the principles of differentiated instruction will also be provided. The objectives of the theoretical framework are: explaining the concept of differentiated instruction, explore how this concept and the attention to diversity is addressed in the education law and provide the theoretical basis of how certain speech, language and cognitive disorders affect L2 English students and what pedagogical measures can be integrated within the class according to the definitions of differentiated instruction and attention to diversity.

3.1. Lesson Planning for Differentiated Instruction

The concept of **differentiated instruction** refers to a model of teaching in which a part of the teaching process (normally, the contents of the syllabus) is modified, adapted and shaped in order to meet the needs of particular students who find difficulties in following the ordinary curricula. This *tailoring*⁷ benefits the learning process of individual students but also helps them integrate within the group.

Not only the contents can be modified, differentiation in education can also involve modifying every single aspect from the lesson planning; timing, processes, materials, environment, organization of students and assessment.

We use strategies that adjust the content we teach, the process in which we teach it, and the products we ask students to give us so that we can determine their

⁷ To modify contents to meet all the specifications proposed.

achievement in learning a concept or skill. (Spencer-Waterman, 2004: p. xi)

Even if this seems to be a requirement for all teachers since all students should have the right to have an education that meets all their needs, it is true that most teachers find it difficult to apply a more inclusive and differentiated model of instruction especially due to the lack of resources and prior preparation.

Just because differentiation is fair and required doesn't mean most secondary teachers feel they can be successful at it. For instance, how can one teacher actually know as many as 150 or more students, much less be able to align instruction to meet their individual needs? Differentiation of instruction is easy for superintendents, parents, and principals to require, but hard for teachers to do, especially new teachers. (Spencer-Waterman, 2004: p. xi)

Teachers must gather information before they start the differentiation process. The lesson planning requires certain steps. First, teachers need to get close to their students and know every single detail which is relevant about their particular needs. Once they acknowledge their students' needs, it is essential to start the research process and collect as much information as they can, that is, they need to establish a set of differentiation processes and possible alternatives they can employ and find all the resources that may be helpful. It is important that teachers are aware of their students' strengths and weaknesses. According to Eide & Eide (2006), as cited in *Differentiated Instruction* (Gregory, 2011: 16), teachers must collect information about their students' profile, including how they process the information, how do they prefer to learn, whether it is orally or with written activities, and their attention span, which is how long can they be concentrated on a single task.

Learning profiles represent the sum total of strengths and weaknesses that children possess. In order to form such a profile, we need to know how children take in information, in what way they process patterns, their preferred mode of output, and how their attentional system works. (Eide & Eide, 2006).

Once this is done, teachers must be able to discriminate and choose which options and alternatives best fit the students' needs. They can do this by selecting and applying the ones which look more favorable according to the criteria or by discarding the ones which do not provide positive results and effects after trying them. While the different options are being applied in class, teachers must gather as much information as possible about the different

outcomes since this will help future research. Finally, teachers must also elaborate complete didactic units after having discriminated all the contents they do not need and modified all those that may present problems. These units can be modified only for those students who experience learning problems (they will learn exactly the same but with personal adaptations) or be presented to all students (the adaptations do not interfere in the contents, thus all students can perfectly fit in the new syllabus).

Teachers who employ differentiation are aware of student differences and capitalize on opportunities to challenge students to their abilities, taking into account learner interests, readiness, and learning styles. These teachers' mission is to seek out and learn ways to meet their students' needs. In turn, students appreciate teachers who understand and respond to differences. (Glass, 2009: 2)

Differentiated instruction entails modifying certain aspects of the learning process and environment. A small change can have a great impact on the student, which tells us that it is not necessary to change all the learning components to get the desired results, sometimes even the contents remain unchanged and it is a procedural element such as the pace or the visual materials which must receive the attention. According to Gregory (2011), there are three main elements on which differentiation can be focused: content, process and product.

Regarding the **content**, teachers can modify the source where the information comes from and adapt it to the level of the students and change the way it is presented (using online resources, podcasts, videos, going for a trip, etc.) Cutting and eliminating the parts of the content which are not essential is important too. For instance, in an English lesson, instead of using the texts of the coursebook to practice reading, the teacher can employ real sources like magazines, videos, books and newspapers and elaborate the differentiated exercises extracted from them. Teachers need to find relevant texts for the students. These texts can be selected according to the students' preferences and level.

Teachers do not necessarily have to differentiate content for each lesson all the time. They can present the whole class with a resource, such as a video, and then differentiate subsequent activities by instructing groups of students who are arranged by ability level or interest to explore further. (Gregory, 2011: 89)

The second element is **process**, which entails the way students accomplish and understand the contents. Activities from the coursebook students do in class or at home are

normally the main way. However, teachers can make use of pair or group activities to reinforce the cooperation and let students transfer their knowledge to the rest, especially in oral activities. Questioning, mingling⁸ activities, surveying, collaborative projects and any other activities that let students understand without being disturbed by the effects of the disorders are helpful alternatives.

Process is the method used to make sense of the content. In other words, process is the sense-making part of a lesson when teachers call upon students to assimilate and apply the information presented in the content. Typically, this is done through classroom activities and lessons that teachers conduct, although homework assignments are also part of the process. (Gregory, 2011: 89)

Finally, the **product** is related to the evaluating techniques. The main and most common assessment strategy is by completing a test after a unit or a certain amount of learning contents. However, there are alternatives to this product. Differentiated instruction in L2 should let students choose among a variety of assessment methods such as an oral performance to boost their communication skills over grammar or in a written format for those students who find it easier to show their skills through a paper like an assignment. The product must let students express themselves in a way they can make the most of the English level they possess. Students should know from the beginning of the course what aspects are going to be evaluated and what they are expected to know by the end of the course, that way the product can be differentiated to let students achieve that common goal but in the way they find more suitable so that they can all reach all their full potential.

Differentiating products is a powerful and valuable means of allowing students to exhibit what they have learned. Teachers should present the summative assessment to students at the beginning of the unit so they are well aware of expectations and have specific goals in mind as they work to accomplish each task that leads to the final product. (Gregory, 2011: 91)

However, if the legal framework and the educational system in a country is not fully prepared and does not acknowledge every important aspect regarding differentiation and attention to inclusiveness, everything mentioned above would be useless. Paying attention to the education law in Spain, more specifically, to the Andalusian **education law**, we can

⁸ Mingling activities involve students walking around the class, asking questions and speaking with the other students.

highlight some of the remarks related to this aspect and see if enough effort is being made to support the teachers. In the Order of 15 January 2021 we find some references to the needed regulations of attention to diversity, learning process assessment and educational transitions.

On the one hand, article 16 (BOJA, p. 12) highlights the need to conduct processes of incorporating students to the diversity programs. Teachers, together with the school counselor, must gather all the information from previous years to decide the adjustments of the following years and these should be communicated to the parents. Students can also be incorporated to the programs of attention to diversity during the initial evaluation or along the course. These programs should be compatible with the curricula and the students' characteristics.

On the other hand, article 17 (BOJA, p. 12) refers to the planning of these programs. The article highlights the need to include the contents and activities of the support program in the didactic unit. Besides, the activities modified and included within the program must have a motivational component, that is, the interests and particular needs of the students must be considered while elaborating and incorporating the new elements; every special need must be covered through a flexible educational support system.

Moreover, article 18 (BOJA, p. 12-13) refers to specific measures for attention to diversity. It stresses the importance of elaborating a psycho-pedagogical report which will compile different measures, such as the modified contents as well as the actions taken to support the needs of those students who cannot follow the ordinary curriculum. Among these measures we find mentioned: providing the support of specialists such as speech or pedagogy therapists, adaptations to grant students with special needs access to the ordinary curriculum, adaptations of the elements of the contents such as activities or instructions, the assessment adaptations to assist the continuous evaluation and promotion criteria, adaptations for gifted students and the assistance and attention to students with medical problems who cannot attend school.

In addition, articles 19 (BOJA, p. 13), 20 (BOJA, p. 13) and 21 (BOJA, p. 14) extend the information given by the previous articles with reference to the need to make adaptations of the curricula, accessibility, evaluation criteria and assessment.

Although this Order of January 2021 mentions the concept of learning difficulties, it is true that it only provides information about general issues and measures to be taken but it

does not refer to concrete disorders or difficulties nor individual measures to apply to address these. In the following section, some of these learning difficulties will be presented (speech disorders, language disorders and cognitive disorders), as well as specific measures to tackle them in consonance with the legal framework. Since the final aim of this project is to elaborate a didactic unit based on the concept of differentiated instruction, in the following sections only the theoretical basis of the disorders the students in a particular class have will be explained, which are in this case: stuttering, apraxia of speech, selective mutism, attention deficit hyperactivity disorder and dyslexia.

3.2. Speech Disorders

Speech disorders are a set of problematic issues which interfere with the production of speech and spoil the communicative act of the person who suffers them. These issues also cause psychological problems depending on the level of affectation. According to the DSM-5⁹, these disorders are diagnosed following four criteria which appear described below.

As for the first criterion, the patient suffers “persistent difficulty with speech sound production that interferes with speech intelligibility or prevents verbal communication of messages” (APA, 2013: 44). This makes it impossible to have a successful conversation and to achieve a verbal interaction. With reference to the second criterion, “the disturbance causes limitations in effective communication that interfere with social participation, academic achievement, or occupational performance, individually or in any combination.” (APA, 2013: 44). This obviously affects the social life of the individual. The third criteria is the timing when the signals appear. As described in the manual, the “onset of symptoms is in the early developmental period” (APA, 2013: 44). Finally, as for the fourth criterion, “the difficulties are not attributable to congenital or acquired conditions, such as cerebral palsy, cleft palate, deafness or hearing loss, traumatic brain injury, or other medical or neurological conditions” (APA, 2013: 44). In general, the main issue is the production of the speaker, which is affected.

Among all the speech disorders that a person can present, we will focus on the ones students are more likely to struggle with when they have to face a foreign language lesson. These are stuttering (also known as dysphemia or stammering) and articulation problems (mainly apraxia¹⁰).

⁹ Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition.

¹⁰ The inability to perform tasks which involve memorizing, sequencing, especially movements and patterns, even if they have the necessary physical requirements to do it.

Stuttering is a fluency and speech disorder in which the speakers find problems while producing a set of linguistic elements in a connected way. Multiple pauses stop the communicative flow and prevent straightforward communication.

For example, one of the most widely cited definitions of stuttering was offered by Wingate, who defined stuttering as;

(a) Disruption in the fluency of verbal expression, which is (b) characterized by involuntary, audible or silent, repetitions or prolongations in the utterance of short speech elements, namely: sounds, syllables, and words of one syllable. The disruptions (c) usually occur frequently or are marked in character and (d) are not readily controllable. (Wingate, 1964: 488)

This disorder can have a great impact especially on teenagers since they can feel embarrassed in certain situations in which they want to communicate but they find it difficult to do it. Due to the high number of oral activities, interactions and speaking tasks in an English lesson, these students can suffer these emotional issues with severity.

The emotional intensity of the shame may lead the teenager to avoid participation in verbal interactions at school and elsewhere and, over time, the stuttering may have increasingly negative effects on not only the person's communication but also his or her quality of life and sense of well-being. (Logan, 2022: 15)

One of the main pedagogical measures to mitigate the effects of stuttering is to change the pace of the oral interaction activities, that is, let students have plenty of time and room to express themselves without strict time limits and avoiding the disturbance of other students. These students can be asked to speak with a “slower rate of speech achieved through syllable prolongation, and normal prosodic features” (Hedge, 2006). Prolonging the syllables lets the student be aware of the phonetic units they are using. If the teacher and the classmates know how to wait and listen, this disorder will be less of an issue. Reinforcing the speaking and oral activities so that they gain importance in class, as well as letting students prepare their interventions by elaborating a written draft or script and promoting quality over quantity in oral interventions are also helpful ideas. Providing oral activities when there are students with stuttering in a class may sound counter-productive, but if these students are invited to participate rather than being forced to do it, developing oral skills is quite beneficial,

especially to prepare these students for real life, but teachers must be aware of their limits.

The most common and disruptive speech disorder affecting the main processes of articulation is the **apraxia** of speech. This disorder shows an inability to follow speech and articulation patterns even if there are no physical damages nor deficiencies that provoke them. Students may struggle to pronounce certain sounds, to articulate and to follow the rhythm of specific patterns. A complete definition was established by McNeil, Robin, and Schmidt (1997), quoted by Müller (2010) in *The Handbook of Language and Speech Disorders*.

Apraxia of speech is a phonetic-motoric disorder of speech production caused by inefficiencies in the translation of a well-formed and filled phonologic frame to previously learned kinematic parameters assembled for carrying out the intended movement, resulting in intra- and interarticulator temporal and spatial segmental and prosodic distortions. It is characterized by distortions of segment and intersegment transitionalization resulting in extended durations of consonants, vowels, and time between sounds, syllables and words. These distortions are often perceived as sound substitutions and as the mis-assignment of stress and other phrasal and sentence-level prosodic abnormalities. (McNeil et al., 1997: 329)

Spelling and pronunciation activities that focus on accuracy and articulation of the different English sounds can help to tackle the symptoms of apraxia of speech. Before implementing speaking and oral activities, the teacher can prepare prior exercises that reinforce the good pronunciation of the vocabulary units that are being studied in every unit. The use of minimal pairs¹¹, face-to-face simple conversations, drills and repetition exercises can also be helpful. Patience is an important element since students with apraxia may not pronounce an English word or sound in the first attempt but they can improve with repetition and perseverance. Stimulating the phonetic awareness (PA) can be helpful so that students pay more attention to the sounds, patterns and syllables.

Since fluent reading is so strongly conditioned by accurate and automatic word recognition which, in turn, involves phonological decoding, providing L2 learners with activities oriented towards the development of PA since the early stages of L2 instruction may prove helpful, beneficial and motivating for further growth in their language proficiency and for the improvement of their reading skills. (Arabski &

¹¹ Pairs of words that are normally confused because they differ only in a single sound.

The reason why the previous conditions, stuttering and apraxia, have been selected as the object of study is because their field of affectation coincides with some of the main areas that a second language student or learner must master, that is, articulating, pronouncing and, especially, conveying ideas accurately in order to be understood by others.

3.3. Language Disorders

Language Disorders are directly associated with communication and understanding, in other words, with the message that is conveyed instead of a production or hearing problem. Patients suffer diverse anomalies that act as an obstacle in the communicative process. They can perfectly produce the language but in social situations the mechanisms to communicate find their weaknesses. They also see their information processing affected. Someone afflicted by a Language Disorder may find their reception altered and sometimes their production, in fact, in some cases, both sides can present alterations.

The relation between Second Language Acquisition and Language Disorders is rather notorious. Especially during the high school period, when students can present a strong disadvantage while trying to produce, reproduce and process the L2¹² input and output. According to Krashen's Critical Period Hypothesis, "there is a maturational period during which L2 learners are more sensitive to language learning and after which there is a clear decline in their language learning ability" (Escobar et al., 2017). In addition, after puberty, many teenagers develop a strong sense of privacy and shyness, which means they are not so likely to participate in interactions, conversations and language exchanges as they used to when they were younger. Thus, students with any disorder which affects the learning process, especially a learning disorder, will find even more difficulties while trying to communicate in a second language, since they are likely to worry about what the other classmates think.

The origin of most language disorders is still unknown. This is not due to a lack of research in the field. In fact, there is a great development in the studies of disorders and language-associated impediments. The uncertainty of the nature of these disorders is the main reason why it is so difficult to determine how these disorders appear and, consequently, it makes it difficult to determine the efficiency of the pedagogical measures and the most

¹² Second language.

suitable and optimal assessment strategies.

The puzzle presented by children with language disorders is the array of abilities and difficulties that they bring to language learning and use. I use the word "puzzle" because, like puzzles, their problems at first suggest many alternative modes of solution -some better, some worse, and some probably of no value at all. Thus, "responsibilities" follow from our professional obligation to help children maximize their skills and minimize their problems in the process of deciphering the particular pattern of intricacies they present. (McCauley, 2010: p, xii)

Some of the Language Disorders are also labeled as anxiety disorders since the levels of anxiety in social interactions reach higher levels and thus, both types of disorders get interrelated. A concrete case is **selective mutism** or SM, the one we are focusing on in this study, a disorder in which the child avoids speech. Sometimes they can speak just a few words but, generally, they do not speak for long periods of time. However, in certain situations they find no problems speaking, which means this disorder is contextually influenced, and the way it affects children varies significantly from one another.

The essential feature of SM is that, in certain situations, the child speaks little or not at all while, in other situations, they are uninhibited and talk freely. The pattern is predictable and has persisted for at least a month (two months in a new setting such as school). Beyond this, no two children who have SM are exactly alike. (Johnson & Wintgens, 2017: 6)

When this disorder interferes inside the classroom, specific strategies and teaching models need to be applied, especially if we are talking about a language related subject such as English learning. The pedagogical measures can contribute to let the students have enough preparation before an oral task and give the opportunity to express themselves with written activities. Students should also have the opportunity to choose when to speak and for how long. Oral exercises and role plays, with previously prepared instead of spontaneous responses, can help the student with their oral production since they do not have to stop to think so much while they are speaking. Reading aloud can be very effective since the student does not have to think about what to say and can concentrate only on accuracy, pronunciation and fluency, typical aspects of L2 English learning, instead of worrying about the effects of the mutism.

Reading aloud is usually the least daunting of verbal activities because the child does not have to worry about saying the wrong thing or being expected to enter the unpredictable and personal world of conversation. It is a method which can be used with or without a parent or other talking partner. (Johnson & Wintgens, 2017: 197)

3.4. Cognitive and Intellectual Disorders

When a disorder reaches and interferes in someone's cognitive functions, the strategies to interact, cooperate and socialize as an individual are nullified; therefore, a treatment is always necessary. However, a previous diagnosis must determine what kind of measures are needed since there is a huge amount of different Cognitive and Intellectual Disorders. These disorders normally affect the performance of an individual in cognitive terms, that is, the memory, use and understanding of language, general comprehension and analysis, perception and body movements. When it is the main intellectual functioning and the general mental skills which are mainly affected, the right term to use is Intellectual Disorders (or Intellectual Disabilities). The DSM-5 refers to these disorders as neurocognitive disorders (NCDs) and one of the main differences between them and the aforementioned disorders is how easy it is to determine their nature and pathology, that is, these disorders are related to the neurology field of study and thus, it is sometimes easier to determine their origins.

The NCDs are unique among DSM-5 categories in that these are syndromes for which the underlying pathology, and frequently the etiology as well, can potentially be determined. The various underlying disease entities have all been the subject of extensive research, clinical experience, and expert consensus on diagnostic criteria. The DSM-5 criteria for these disorders have been developed in close consultation with the expert groups for each of the disease entities and align as closely as possible with the current consensus criteria for each of them. (American Psychiatric Association [APA], 2013: 591)

Within the cognitive disorders and neurodevelopmental disorders and its classification, the behavioral disorders are quite notorious due to the spread of cases reflected especially inside the classrooms. Among these disorders the **attention-deficit or hyperactivity disorder (ADHD)** is the most frequent¹³ and a lot of students struggle because of the nature of its symptoms and also teachers and parents find it difficult to find the best

¹³ Among 3% and 7% of Spanish children suffer from ADHD according to the national statistics.

strategies to deal with them.

ADHD is a neurodevelopmental disorder defined by impairing levels of inattention, disorganization, and/or hyperactivity-impulsivity. Inattention and disorganization entail inability to stay on task, seeming not to listen, and losing materials, at levels that are inconsistent with age or developmental level. Hyperactivity-impulsivity entails overactivity, fidgeting, inability to stay seated, intruding into other people's activities, and inability to wait—symptoms that are excessive for age or developmental level. (APA, 2013: 32)

Having a look at the symptoms it is obvious why this disorder affects so highly in class. Being a student in a class involves paying attention, following instructions and keeping track of the lesson, three tasks that can be a true challenge for a student suffering from this disorder. This disorder commonly affects and creates problems in all subjects, but if we have to focus on how it interferes in L2, we should highlight that learning a foreign language involves careful attention and awareness and continuous learning. If a student does not pay enough attention or tends to forget what they have just learned, it is difficult for them to participate in, for instance, oral exercises or to succeed in listening tasks.

It is essential to shape the teaching methods to get the best possible attention from these students and let them participate and learn the same things as their classmates. For instance, some activities can be reduced in length so that they match with the attention span of the students. To tackle the effects of this disorder, the activities should be more dynamic, the instructions of the activities clearer and group exercises must be incorporated. The pedagogical measures should divert hyperactive students from getting a repetitive sense of the lesson. If these students need to be actively involved in class, dynamic oral exercises shall be exploited. Providing outlines, focusing on key elements of content and graphic reminders of ideas in an active environment will help these students in the English lesson.

In order for students with ADHD to be actively involved in comprehension, they must be shown how to summarize main ideas, ask themselves questions, paraphrase what has been read, discuss the content, draw inferences, and frequently stop, ask, discuss, and answer questions while reading. Framed outlines, graphic organizers that support topic summaries, and the ongoing identification of key points in graphic organizers or notes help students to remember and recognize the main points so that they can organize them into effective summaries. (DeRuvo, 2009: 56)

Included inside the neurodevelopmental disorders in the DSM-5 we can also find the specific learning disorders which mainly affect, according to the DSM-5, the impairment of reading and the written expression, which are critical skills to develop in second language learning. **Dyslexia** is the most interfering learning disorder within the classrooms because it directly affects the reception of information and, consequently, what the students have to learn and process.

Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities. If dyslexia is used to specify this particular pattern of difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with reading comprehension or math reasoning. (APA, 2013: 67)

To tackle the effects of dyslexia within an English lesson, teachers must avoid the involvement of these students in individual oral activities or prevent them from reading aloud in class in case they feel forced to it. A reinforcement on the idea of accurate spelling is necessary, but these students should be more positively evaluated in content instead of form. Written activities should provide glossaries with the correct writing of the topic words of the unit. Learning how to skim¹⁴ and scan¹⁵ a text is quite helpful since it trains students to discriminate information which is not essential and get the gist and particular information of a text in the same amount of time as the rest of the students.

Most instructions for comprehension exercises require the pupil to read the passage through once or twice. This is often cited as the first instruction. We would argue that this is not the most effective or efficient way to attack comprehension. Our target is for maximum efficiency with minimum effort. (Turner & Pughe, 2003: 8)

4. PRACTICE PROPOSAL

The elaboration of didactic units for a complete course would be impossible to achieve within the limits of this project. For that reason, I have selected the contents corresponding to the first unit of the school year to accomplish the changes and elaborate a representative didactic proposal that fulfills all the objectives of this project. Further activities and lessons

¹⁴ To read a text quickly so that you get a general idea of what it is about.

¹⁵ To read a text quickly in order to find specific information.

will be included in the annex.

First, the original contents of the coursebook will be shown, described and analyzed. Through the observation of the original contents, it will be determined what needs to be modified and the reasons for those changes. Then, the modified and new contents will be displayed after all changes, showing how these contents are relevant and follow the principles of the differentiated instruction and how they help students suffering from disorders. Guidelines on how these activities will be carried out in class and alternatives to predict possible and future problems will also be included.

4.1. Background Information

Before going deeper into the construction of the didactic unit, let us see some essential information about the teaching context and the relevant elements in the elaboration of the lessons.

4.1.1. Legal Framework

To back up this project the Order 15 January 2021 of the Andalusian education law will serve as the vehicle of all the decisions taken through the elaboration of the didactic unit. Within the text of the education law the term of inclusive education (*educación inclusiva*) appears on many occasions. Also, there are multiple mentions to the adaptation of contents, so, even if the term differentiated instruction (*instrucción diferenciada*) does not appear in the text, its aims do appear several times, however, it is true that those terms are not accurately described, which means the education law is scarce in giving clear and specific measures on the subject, thus, schools are prone to take personal and individual decisions using the law only as a foundation. Precisely for that reason this project is taking the opportunity to make a contribution by specifying how to teach students with special needs.

4.1.2. The School

The school which the didactic unit is designed for is a secular high school located in a populated area, thus, the school has a capacity of over 1000 students. 3% of these students are non-native Spanish speakers and only 1% are English native speakers. The complete study plan lasts six years, four years of Secondary Education which is compulsory for all students

until they are 16 and two more years of Baccalaureate where the students are prepared for the university entrance exam.

The school has all the facilities and accessible areas necessary which allow all students with mobility difficulties to move and get around the school, in most cases without any assistance. Among these elements we can find elevators, ramps, visual signs, speakers and an infirmary. The school also has an educational psychologist and a counselor. Both of them help not only the students but also the teachers, especially when they find certain problems between the student's emotional and psychological state and the learning contents they have to face or the teaching style and procedures the teachers are employing. There are five English teachers who work together scheduling the contents and exchanging points of view about the procedures to follow at different stages.

Although the high school has plans of implementing the bilingual education system, that step has not currently been taken yet. That means students only practice English during the four hours per week they have of the subject, distributed in four different days. The school has the commitment of introducing the bilingual system in the near future, but nowadays they are focusing on giving the best possible education in English as a foreign language. While English is the first foreign language, students also learn French as the second foreign language. Students deal with all the linguistic competences but it is true that the oral production is sometimes relegated to a secondary position and in some courses students do not even practice with speaking activities. This poses limitations to the development of the oral skills of all students, but specially for those students who need to practice their oral skills to mitigate the effects of the Speech Disorders.

4.1.3. Target Students

The teaching program's target group is a second year of CSE in a Spanish non-bilingual high school. The students have weekly four-hour lessons, divided into four lessons, one hour each, every Monday, Tuesday, Thursday and Friday. The group consists of 15 girls and 10 boys aged 12-14. All teenagers were born and live in Cádiz, Spain. They present no significant social class differences. Their mother tongue (L1) is Spanish. The level of English among these students is very irregular. Most of them have approximately A2 level (A2+ and A2-) according to the The Common European Framework of Reference for

Languages (CEFR).¹⁶ Some others do not even have the sufficient level to meet the A2 standards (A1), and a few students are aiming to reach a B1 introductory level (B1-). All students passed English during their previous year but there are two students who are repeating this course. The marks they all have are quite different, thus the English level the group has varies considerably depending on every student.

Six of these students present certain disorders which make it difficult for them to follow the pace of the ordinary curriculum. The disorders that several students present are stuttering (1 student), apraxia of speech (1 student), selective mutism associated with anxiety disorder (1 student), attention-deficit (2 students) and dyslexia (1 student). Most of them are boys. They will all follow the same main lesson planning, however, as the education law recommends, the contents of the units will be modified and adapted according to their individual needs without interrupting the learning flow of any of the students, whether they present difficulties or not. In some cases, the methodology and way of teaching will be the variable components, since the teacher can modify any of the previously acknowledged activities or adapt them into particular or specific situations that may occur.

Parents should also be an important element in these adaptations since they will provide individual information about their children that may be relevant for the teachers. Parents will have all the information about needed adaptations prior to the beginning of the course, reports on the progress along the course and important aspects and prospects to consider in the future once the course has ended.

Students will have the same teacher from the beginning of the course until the end. They are all provided with the necessary materials, tools and facilities they need in class—coursebook, electronic whiteboard, personal laptops, desks and lesson structure guidelines for parents. No student behaves in a problematic way, nor are there aggressive students. They all respect their classmates regardless of their differences. However, the two students with attention-deficit can be disruptive at certain times. Students in general are willing to help each other and there is a collaborative environment within the class, especially among those who work faster than the rest.

The problems that the teacher must face in class differ depending on the students.

¹⁶ The Common European Framework of Reference for Languages (CEFR) is an international reference scale of English level production and comprehension. The different scales go from A1 (beginners) to C2 (proficiency).

Those students who present certain disorders have several problems while producing, comprehending and paying attention in class. Despite the difficulty, they try hard. Some other students have minor and typical mistakes that students of their age and level have, and a few cannot even express themselves using basic sentences because they do not make an effort to improve. Some of them find it more difficult to speak or write while some others can express themselves but find it difficult to understand and follow extensive reading or listening activities where the attention span is higher than in the usual activities. Those students who find more difficulties tend to be very thankful when the approaches of the activities are more accessible and comprehensible and when they feel their needs are covered and can learn the same as their classmates, using different strategies and paces, despite the difficulties.

Among the six students with disorders, the student with stuttering is a boy who has mainly problems with oral activities. This student avoids any kind of interaction and deals better with written exercises. However, when he is told to read aloud, he tries to even though he is not capable of being fluent. When he reads he tends to stop every four or five words. The same happens when he is asked to answer spontaneous questions. Nevertheless, there is no stuttering when the exercise is about reproducing something previously memorized or when he records his own voice or a video alone at home. The girl with apraxia of speech struggles to speak correctly and barely speaks in English unless she is asked to do it. She has problems with all the skills but especially with speaking activities. She is unable to keep a conversation, does not pronounce the English sounds correctly and has problems expressing what she wants to say. The student with selective mutism is a boy who mainly has problems socializing and participating in class. He tries to avoid any interaction and in many cases he does not answer the questions he is asked. Nonetheless, he has good results in the rest of skills, especially reading and listening. As for the two boys with attention deficit. They both have overall good results in all the skills, but in some cases they do not finish the exercises or the exams, they get distracted in the middle of the lesson and sometimes they interrupt if a task or an explanation takes too long. They successfully complete short activities. Finally, the student with dyslexia is a girl who struggles especially with reading and writing exercises. She has a good oral production and has no problems understanding the grammar exercises and completing the listening exercises. She has problems when putting the grammar in practice, her writing is not accurate and the vocabulary is not properly written. Her problem with the reading exercises is mainly the length and the time she has to complete, but she manages to complete short reading exercises and sees no problem in understanding the gist of a text.

4.1.4. The Coursebook

For this project I have used one of the units of the current student's book in Andalusia, *Network 2* but I have adapted the contents so that they meet the needs and requirements of the purpose of this Master's dissertation. All changes and adaptations are related to the objectives established in this planning.

4.2 Assessment

Assessing the students' progress and evolution throughout a course is essential since it provides information not only about the results of the activities, tasks or exams, but also about the efficiency of the didactic unit employed during the course. Moreover, it gives the students and their parents information about their weaknesses and strengths to modulate their future development. To assess the students' performance the teacher will combine formative assessment, focused on the learning process, and summative assessment, focused on the product.

4.2.1. Assessment Criteria

To evaluate the student's performance in class and the development of the tasks listed in the didactic unit, the teacher will determine whether the student shows the minimum and required level in the four different communication skills according to The Common European Framework of Reference for Languages (CEFR), which are grouped as productive skills (speaking and writing) and receptive skills (reading and listening). Grammar and vocabulary will be assessed through the four different skills but not as an individual criterion. Every skill will also have certain evaluative aspects that will include everything related to the students' progress, not only how well they accomplish the tasks but also their actual and complete behavior and motivation in class. Considering the willingness of the student as a criterion part of the evaluation process helps those students who work hard and struggle to complete the tasks and have a good mark in tests. Furthermore, distributing different percentages of the evaluation and among different evaluation criteria will help those students who can perform quite well in some areas but not so well in others. The whole mark will take into account a plethora of competences. Thus, different percentages of the overall mark will be distributed as explained below.

4.2.1.1. Speaking

The speaking mark corresponds to 10% of the global. The aspects that will be evaluated here are interaction, participation and accuracy. The pronunciation will not be an essential criterion as long as what students say is comprehensible. This skill will be continuously evaluated through the ongoing activities of the lessons, but the teacher may include individual speaking activities like interviews if they find it necessary.

4.2.1.2. Listening

The listening mark corresponds to 10% of the global. Not only the results in the listening activities will determine the score of this skill but also how effectively students manage to understand all the instructions in class and their predisposition to understand what their classmates are saying.

4.2.1.3. Reading

The reading mark corresponds to 10% of the global. Students' results in this area will be determined by the level of vocabulary of the students and how well they can understand the gist of texts, specific information or keep the track of extensive texts. The activities will be adapted so that all students can have a chance to perform and score in this skill regardless of its difficulty.

4.2.1.4. Writing

The writing mark corresponds to 10% of the global. The accuracy, grammar and vocabulary, organization and coherence will be aspects evaluated in this area. Students will be provided with tips and tools to improve their writing skills.

4.2.1.5. Homework and Assignments

The homework and assignments' mark corresponds to 10% of the global mark. Students will be continuously evaluated through this component, which means they are going to prepare some tasks at home and occasionally do homework activities. Nevertheless, this

aspect will be individualized, since the homework will function as support and review material specially for those students who find more difficulties. The type of homework they are going to do will vary depending on the aspects they have to work harder and practice more. All activities and tasks will include specific instructions so that parents can help and contribute to the students' learning process.

4.2.1.6. Attitude

The attitude mark corresponds to 25% of the global. If we want an assessment which really helps students and follows the principles of differentiated instruction, praising and rewarding the students' attitude is mandatory. It is necessary to raise the students' awareness on how important it is to collaborate, help and have a positive attitude towards all drawbacks and difficulties that may arise. A student is more likely to learn quicker and more effectively if they are aware of the areas they find more difficult and, despite those difficulties, they work, participate and try as hard as the rest of the classmates. Rewarding the students' attitude will help their motivation and hence will contribute to a positive perception of how worthy studying, learning and working hard are.

4.2.1.7. Final Project

The final project mark corresponds to 25% of the global. A final assignment will be asked at the end of every term. This project will be elaborated in groups and students are free to decide what to do. The teacher needs to supervise and give the green light to every project. Letting students decide what and how they are going to accomplish it, written or spoken, gives students the opportunity to make their strengths salient and avoid those processes which prevent students from demonstrating all their potential and knowledge in English due to their disorders. Besides, collaboration among students can help students with special needs not to feel alone and find ways to compensate for their deficiencies.

4.2.2. Techniques and Tools for the Assessment Process

Two different approaches will be held to assess the students' progress, being the first the formative¹⁷ assessment and then the summative¹⁸ assessment. Students will be assessed

¹⁷ Teachers gather information to improve all the learning process and student's development.

¹⁸ Students are assessed after a specific period of time, normally at the end of the course, unit, etc. They evaluate if students have learned what they were supposed to learn.

after every unit, which corresponds to two weeks of lessons, before passing to the next unit. After finishing every unit, students will put into practice everything they have learned and work on a test. The exercises of every test will stack, that is, later tests will include contents from previous units so that students are continuously reviewing the lessons.

The first assessment method will help those students who find more problems when learning English. Throughout the tracking of the teacher and continuous observation, the teacher will be able to take notes regarding less objective aspects such as attitude, participation and peer assistance as well as assess how the students work along the course, especially in the assessment criteria concerning continuous assessment such as assignments and projects, especially oral activities. Thus, the teacher will provide the students with individual feedback so that they can make progress and solve their problems as fast and effectively as possible. This assessment approach is a fundamental step in the inclusion of differentiated instruction.

The second assessment approach will constitute a balance between the actual level of English which students are acquiring and putting in practice and its comparison with standardized results. The four different skills, namely, speaking, reading, listening and writing and their respective final tests after every unit will determine a numerical percentage of the final mark.

Combining the basis of the formative and the summative assessment will provide a fair and complete evaluation respecting both students who struggle more to have decent marks and those who perform well without difficulty. All of them will have a chance to demonstrate their strengths and efforts and, therefore, all students will have an honest opportunity to pass the subject. This is how the differentiated instruction is implemented in the assessment process.

4.3. Objectives

At the end of this unit, students will be able to:

1. Differentiate between the forms and uses of Present Simple and Present Continuous and make use of these tenses for their corresponding communicative functions.
2. Learn the differences between there is and there are, how much and how many and

the use of articles and quantifiers

3. Know plenty of vocabulary related to the topics of activities, places and transport.
4. Understand oral and written texts related to daily activities, places in a town and cities in the world.
5. Produce oral and written discourse related to routines and other kinds of activities, descriptions of places and getting information.
6. Respect individual differences and collaborate with other classroom mates in the elaboration of a common project.

4.4. Contents

As for the planning of the didactic sessions, the *Network Eso 2, Student's Book* (Devlin & Shaw, 2020) has been used and adapted focusing on all the relevant aspects aforementioned making it coherent and suitable for the project. Six units plus an introductory module constitute the contents of the original book, which is currently being employed in high schools today. However, only the first unit will receive the thorough analysis following the criteria of differentiated instruction and inclusion.

To adapt the contents, the different ways the disorders affect six students of the group have been taken into account during the whole process, but also it was important not to forget that there are other students in the class who must receive the same attention, since they can also be an important and helpful element within the class for easing the process of differentiated instruction. The original contents were analyzed prior to the adaptations in order to identify the activities, sections or instructions that needed modifications. Once this was done, the contents were fragmented into sections and pages and the pedagogical measures and modifications were represented in a table. During this process, there was special attention to meet the objectives of this project and the needs of these six students.

4.4.1. Original Contents

The following figures (See Annex 1A and 1B) depict **the original contents of the coursebook**. Only the displayed contents from the coursebook's table of contents will be shown, no further and unnecessary details such as names or descriptions of the activities. The coursebook comprises an introductory unit plus six different modules. The modules also include some extraordinary activities which will be discussed later. Even though only the first

unit of the coursebook will be adapted, it is important to know the content of the other units to be cohesive and avoid repetition. In addition, the contents of the workbook (See Annex 1C) will also be shown since they are used as complementary work, but only the first unit of this workbook will be modified and adapted.

This table of contents separates the units into different skills, being the vocabulary the first skill in every unit, which is a good idea since the vocabulary provides all the words the students need to know before working on any skill. The table of contents also provides culture quizzes and collaborative projects, which can be useful and adapted especially for some students presenting problems. Finally, the key competences each unit works on are shown at the end.

The original contents pay too much attention to grammar and use of English activities. Despite this focus on academic English, some of the activities have a practical purpose and tend to illustrate and recreate typical situations students could face in their daily life. However, certain skills such as speaking and listening are not elaborated to the same extent as the others and do not represent the practical and instrumental use of the language students could find in their life. The creativity of the students, which often allows them to get aware of their strengths and weaknesses and make decisions accordingly, is not exploited at all.

The key competences dealt in this book comprise seven different abilities: 1. linguistic; 2. math, science and technology; 3. digital; 4. learning to learn; 5. social and civic; 6. initiative and entrepreneurship; 7. cultural.

These might divert the attention of the main aims of learning a language, especially at this age, which are basic communication, interaction and students' reflection on their own learning processes. Besides, the culture quizzes¹⁹ and collaborative projects²⁰ serve as extensions of the proposed activities in the units which are mostly focused on lexical content rather than instrumental and practical aspects. A main focus on academic English is notorious, which means skilled students will be more likely to succeed and students with learning difficulties will struggle since the contents do not provide alternative ways of accomplishing the tasks. All this information tells us that these contents are not fully prepared to deal with

¹⁹ These include videos of several topics related to the units (school, home, clothes, films, transport and sport).

²⁰ Projects students have to accomplish in pairs or groups. The collaborative projects proposed in this book are "a travel brochure, a poster about the past, a horoscope poster, a book list, a trivia quiz and a snakes and ladders game" Devlin, E. And Shaw R. (2020).

diversity, which shows the need for introducing differentiated instruction. Let us now see the original contents of the first unit, the one that is going to be redesigned, before applying the changes.

The first unit of the Student's book has 16 pages. The contents are separated in three different sections (A, B, C). Every section works with almost every skill (excluding reading in section C, the rest of the skills are worked within the contents). The last page includes a summary of the grammar contents, while the end of the book provides pronunciation and grammar appendix and the activities belonging to the culture quizzes and collaborative projects.

Section A (See Annex 2A and 2B) presents the topic vocabulary of activities in a straightforward way. Then, the grammar of the unit is explained so that students can describe and talk about habits and current activities. This section ends with a writing activity to write about your own experience related to the topic. In exercise 1 and 2, students have to identify the vocabulary within short recording extracts and then answer a question. This model of introducing the vocabulary may divert the main purpose of the activity which is consolidating the vocabulary. Combining listening and reading as an icebreaker activity of the unit may be difficult and it does not help to trigger prior knowledge²¹. Exercise 3 provides visual aids to the previous exercise, but students should already be aware of this exercise while doing the first one, which means there should be a rearrangement of the order of the activities. Exercises 4, 5 and 6 combine collocations, lists and individual questions to widen the vocabulary knowledge of the students. Next, the grammar section covers quite briefly the explanations of the Present Simple and Present Continuous tenses as well as the stative verbs. Exercises 7 to 10 are grammar activities which also include some interaction. Then, exercise 11 includes a pair conversation activity followed by listening and reading activities (12-18) that focus mainly on the verb tenses dealt in this unit. In some cases the student is redirected to the workbook or appendix for further work. The workbook does not provide anything new but extension activities with the same pattern found in the student's book, and the same applies for sections B and C.

Section B (See Annex 3A and 3B) follows the same pattern as section A. The first thing it does is present the topic of town. Then, the grammar section is followed by activities

²¹ Things students know in advance before the start of the lesson, normally this is done through brainstorming or similar activities.

that require the use of vocabulary and grammar such as describing a place or wiring an information card, which is the end of this section. Exercise 1 combines vocabulary with visualization and speaking, then exercises 2-5 extend this combination. A slight focus on pronunciation is done before exercise 6. This model of pair speaking activity is constantly repeated through the book, which can give a monotonous sense of what an oral activity is. This lack of variety should be intervened. The grammar section includes an explanation of *there is, there are, articles and quantifiers, how much and how many*, followed by exercises 7 to 11. Exercise 10 combines the same type of speaking activity mentioned before with descriptions of pictures. Exercises from 12 to 18 deal with reading and listening again. A focus on how these activities are accomplished to help those students with disorders is more important here than modifying the contents of these activities.

Section C (See Annex 4A, 4B and 4C) presents the vocabulary of transport, followed by the grammar section and the oral tasks of getting information. The end of this final section focuses on writing an opinion about a city. After having a look at sections A and B, this last section feels repetitive and students may have the feeling they are doing the same over and over again. This is a problem especially for those two students with ADHD. The process of differentiated instruction here should focus on the layout of the activities and the pace, which is important because even those students without learning difficulties can benefit from these changes. Exercises 1-4 focus on vocabulary, exercise 5 is a speaking activity in which two students ask questions in pairs, which is beneficial for students having problems to speak (e.g. selective mutism), but lacks creativity. There is a pronunciation box which is extended in the appendix but it feels scarce in content. A focus on pronunciation activities should benefit students with apraxia of speech, dyslexia and stuttering. Exercises 6-13 deal with listening and grammar, including one more speaking exercise (13) which is based on a simple question. Exercises 14-16 deal with the transcription of a conversation. These activities should have further exploration since a written or controlled text read aloud combined with speaking is a perfect activity for those students facing problems in oral speeches (mainly stuttering and selective mutism). These activities are great but they will cover more details in the adapted contents. Exercises 17-19 deal with writing tasks and grammar features that should be included in the opinion about the city or town. The layout of these activities could work, but if we want all students to be included in the activity, this writing should modify the way it is presented and focus on the process of elaboration of the text, which means the teacher should set an example of how students should do the activity at the same time, so that students with dyslexia and ADHD can follow the activity without problems of accuracy and pace

respectively.

Finally, the culture quiz (See Annex 5A) of module 1 includes a video about after-school activities with questions, an interesting fact related to it and a matching activity. Even though these activities extend the knowledge of the topic, it does provide the same type of activities found during the unit. These activities should explore the creativity of the students and relate it to their own environment, that way they could focus mainly on the content over the form, which is helpful for students with dyslexia, and give an opportunity to students who barely speak (selective mutism and stuttering) to explore and talk about personal matters. The collaborative project (See Annex 5B) includes the elaboration of a travel brochure. This idea should not receive major changes but the grouping is important here, the teacher should be able to establish a balance among the different groups so that every student can have a different and effective role inside every group and everyone can benefit from the others. We will see this in more detail in the explanation of the changes.

All in all, now we have enough information to start detailing the changes of this unit in the next section including all the necessary changes to integrate all the students in the class according to the basis of differentiated instruction and attention to diversity.

4.4.2. Adapted Contents

In the following table all the changes applied to the original contents will be explained, justifying why these changes have been included and which students benefit from them.

Section A Page 12	• The teacher should trigger prior knowledge by asking students what sort of activities they normally practice and note them down on the blackboard. Asking open questions (e.g. what do you usually do on the weekend?) to students who present no problems while speaking and closed questions (e.g. do you usually go on a trip?) to the students with stuttering, selective mutism and any other student who feels reluctant to speak will contribute to the participation of all the students. • Exercise 3 should come before Exercise 1 and include more visual vocabulary (e.g. illustrations of the activities in red in Exercise 1 which do not appear in Exercise 3). This, together with the introductory activity mentioned above, should provide enough information about the students' previous knowledge of vocabulary..
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	Exercise 1 should proceed as instructed but the teacher should point out the attention to the pronunciation. Exercise 2 then should involve some read-aloud.. Since they are short texts, both students with selective mutism and stuttering should be invited to read one of the texts. The student with dyslexia should also read one of the texts since this will benefit the focus on accuracy with an easy text. Any student who offers to volunteer can also read, but it is essential that the teacher selects the students with difficulties if they do not volunteer.
Section A Page 13	- Exercise 5 should be done with the whole class instead of individually, there is no point in initiating a speed competition in a class with many students with learning difficulties. - The teacher should provide supplementary examples that illustrate the differences between Present Simple and Present Continuous and focus on form to help the student with dyslexia. Auxiliary verbs, negative forms and irregular forms should be underlined using different colors (e.g. green, red and blue) to raise awareness of the construction. Work with examples before continuing with the practice exercises. - Exercise 9 should give plenty of time for students to ask enough questions. Pairing students who speak less (e.g. the student with selective mutism) with talkative and participatory students will help to balance the time of the activity and encourage those not so talkative students to speak in an intimate conversation. Asking the students to note down the answers will help focusing on spelling and written accuracy, especially for the student with dyslexia and the student with apraxia of speech.
Section A Pages 14-15	- Before starting the speaking activity, choose, for instance, one article from an online magazine related to the topic of activities and actions and read it aloud. Tell the students to count how many verbs with -ing endings you read. The students with ADHD should know in advance that you are going to ask them how many verbs they counted and repeat some of them aloud. This way, these students stay alert and they might not get distracted. While pronouncing these verbs, raise your intonation so that students are aware of the pronunciation. - Read and translate the sentences in Exercise 14 before starting. Students should be aware of what kind of word they are going to need (an animal, a color, a number, etc.). Ask the students with ADHD questions about the anticipation of events before Exercise 13 and 14 (e.g. what do you think the recording is going to be about?) to get their attention before the recording starts. - Tell the class to skim the text from the reading to know what it is going to be about and write the ideas on the blackboard. Exercises 17 and 18 should be done orally so that content has more importance

	than accuracy, especially for the student with dyslexia. Do not rush during this exercise and tell them to underline the new words and elaborate a vocabulary sheet.
Section B Page 16	• A prior triggering activity with supplementary visual aids of the vocabulary in pink should be given to all students. The teacher must read, pronounce and translate the words with them. The pronunciation awareness is helpful to tackle the effects of apraxia of speech and dyslexia. To make this topic more attractive for students and get rid of the monotonous sense of the activities, students can be asked to take pictures of different places in their city with their respective English names and talk about them in the following lesson. This will strengthen the assimilation of the vocabulary and will provide a dynamic and personal activity to help the students with ADHD. • Exercises 2, 3 and 4 should be done as instructed but in pairs. In this class it is mandatory to create a collaborative environment which will help not only the most reluctant students, especially the students suffering from stuttering and selective mutism, but also all the students to know each other and therefore help the development of future collaborative projects.
Section B Page 17	• Tell students to go back to the project with the photos they already did in order to do Exercise 5. Ask the student with stuttering disorder to answer and provide enough time to think and speak. • Before starting Exercise 6, ask two fluent students to stand up and set an example of how this activity should be done aloud. Ask the students if there are any doubts. If not, ask them to repeat the activity in pairs from their seats. Go round the tables to check they are doing the activity correctly and if the students with ADHD are paying attention, but do not correct minor mistakes nor pronunciation, here the message is more important than the form, so try not to interfere. Once this is done, prepare a mingle activity in which the students are going to repeat the process but this time walking around the class and asking other students. This activity will give students enough confidence to speak since they first see an example, practice with a partner and then they put everything into practice. • Grammar activities should be done along with the review activities from the workbook. These activities should be individual and have enough extra activities for those students who finish first and home assignments for those students who find more problems understanding the concepts. • Play a video of every city in Exercise 8 before starting the activity and ask the students whether they know the place or not, this way you will get enough attention from the students with ADHD. Be sure the names of the cities, which may be complicated for the student with dyslexia, are pronounced in the video and you write and spell them on the blackboard before the exercise. The focus of these

	exercises is to practice the contents from the grammar section, so the teacher must determine how long they spend in this exercise according to how well the students manage the grammar activities.
Section B Pages 18-19	● Use the strategy of skimming and scanning before doing the activities. These exercises should include a supplementary glossary of terms because the difficulty can be high for some students. Do some of the exercises orally but give the students enough time to correct the answers. This way the pace will be dynamic but the students with problems will follow the lesson without getting lost. Check the understanding especially of the student with dyslexia and check the attention of the students with ADHD.
Section C Pages 20-21	● The contents of this book struggle to have a dynamic pace because there is a repetitive and monotonous pattern that all the units follow. This will have negative effects in students with ADHD but also the attention of the rest of the students will decrease, which will make it more difficult to deal with the differentiated instruction if students do not cooperate due to a lack of interest. The teacher should be able to discard some activities and/or set them as homework, for instance, the grammar activities and their equivalent in the workbook. ● Exercise 5 is again a repetitive oral activity. Instead of asking questions, students can recreate a city with the arrangement of the class. The desks can represent different places around the city and the corridors can resemble the streets. Include some extra activities to practice the vocabulary of directions before and then combine it with the topic of transport. This activity is dynamic, which is helpful for the students with ADHD, and it practices speaking and listening skills with short and simple phrases, helpful for students with the rest of disorders. ● Up to this time it would be a suitable idea to provide an exercise that combines the topics seen in the different sections (activities, places and transport). Divide the class into five or six groups and tell them to recreate a short scene in which words from the three different topics should appear. Try to group students with equal levels in each group so that there are no clear differences in level once they perform the scene. Provide the students with speech and language problems (stuttering, selective mutism and apraxia of speech) a template with fixed expressions they can incorporate into their interventions. If, in any case, one of these students does not want to participate, give them a support role (e.g. helping with the written script).
Section C Pages 22-23	● Exercises 10-12 can be set as homework. The teacher can collect the exercises and correct them providing individual feedback, especially for the student with dyslexia. ● Exercises 14-16 can be quite helpful since it provides the written transcription of a spoken conversation students are going to watch to a video, listen and read the text which includes some grammar and

	vocabulary learnt in the lesson. This exercise is important because all the skills are involved in it. The adaptations should cover first the length of the activity, which should be a bit less. That is why the previous activities were set as homework. Then, ask students who would benefit more from reading aloud to do it in front of the class (e.g. the student with selective mutism). Ask if there are any doubts concerning the vocabulary. Once Exercises 14-15 are done, continue with Exercise 16. Pair the students trying to combine a student with good written skills (the boy with stuttering) with a student with good oral skills (the girl with dyslexia) in each pair. Give plenty of time for them to elaborate first the written format of the dialogue and practice before doing it aloud in front of the class. Underline the vocabulary and grammar mistakes they have in the written text but give them enough time to correct mistakes without telling them what is wrong. This is going to be helpful to raise language awareness. Also, let them have the opportunity to replace <i>Hillbrook Community Centre</i> and <i>Walnut Community Centre</i> with places they are more familiar with.
Section C Pages 24-25	- Exercises related to grammar should be done before the writing task. Do not continue with the writing unless all the students find no problems with the grammar. Use Exercise 17 to set an example of how an opinion text should be written. Tell some student who benefits from reading aloud to read it and ask the student with dyslexia to skim the text and scan the functions of the connectors in the text. Once this is all done, students will be ready for the writing task. - The writing task can be a true challenge, so the teacher should prepare easier alternatives with templates in case students find it difficult or uninteresting, especially the students with ADHD. Try to write and elaborate the text at the same time with them, using the blackboard or a digital board to use colors and lines for highlights. While writing, underline the parts the students should modify with their own words and let them copy the rest. Listen to the ideas they provide and ask the students with selective mutism, stuttering and apraxia to provide ideas for the rest of students. Try to stop sometimes and ask the students with fluency like the girl with dyslexia or the students with ADHD about their opinions on the ideas written and how different their ideas are compared to the rest. There is no need to rush, the pace is important, not all the students are quick writers, so give them time to think and complete, but at the same time keep it interesting. The girl with dyslexia may struggle a bit to write correctly following the pace of the rest so remind her and any other student facing similar problems to have a look at the ideas from the “Time To Network” chart on page 25.
Culture quiz Page 142	This culture quiz should include an activity in which students can talk about the activities they usually do after school. Students should have the option to choose between an oral presentation or a written assignment. It is essential to master the content and the form, but we have to remember these students are in a continuous learning process

	and sometimes one assessment criterion can be ignored in order to pay full attention to another one. To illustrate an example, students choosing the oral presentation (e.g. probably the girl with dyslexia) will be assessed by the originality, variety and presentation of the contents and ideas, rather than the accuracy of the texts from the presentation. On the other hand, students choosing the written format (e.g. any student with a speech or language disorder) will pay more attention to and will be mainly evaluated by the accuracy and correction of the text.
Collab. project Page 150	• The characteristics of the activity do not need big changes but if we want to deal with the lack of speaking skills many of the students face, the elaboration of the travel brochure could include a short roleplay of a travel agency in which some members of the group should sell one of the destinations to the rest. In addition, grouping is important. If we want all students to collaborate, every group should include at least one student who is good at writing, another student who is good at finding information and providing ideas and one student who is good at speaking. The students with disorders should have the chance to choose which role they want to have inside the group. This way, those students who do not want to speak and participate in the role play, can be evaluated by other important tasks such as writing the script or designing the scene. • Since this adaptation of contents is reinforcing the idea of meeting the needs of every student, after developing this first collaborative project, all students, whether they suffer from disorders or not, could have a collective discussion about what kind of projects they would like to see during the rest of the course. The teacher must be ready to discard, modify and extend any future activity following these suggestions.

5. CONCLUSIONS

This project focuses on the pedagogical measures recommended to deal with students with speech, language and cognitive disorders to see how they can be applied to a group of L2 English learners where there are six students suffering diverse disorders. The term of differentiated instruction has been explored within the education law and a current coursebook of an Andalusian high school to check if its principles and the attention to diversity is properly addressed through specific measures. The findings of this exploration in both documents were scarce and too general. Trying to address this lack of specific measures, this project has developed an adaptation of the coursebook contents with specific measures in order to achieve the goals differentiated instruction tends to seek.

During the process of the adaptation it was interesting to notice how in most cases the

contents were untouched but it was the pace, instructions, grouping, environment or sources, the elements that were modified trying to bring more effectiveness rather than changing the exercises completely. The objectives proposed in this project have been accomplished through the following: 1. the methodological lesson has been elaborated, with detailed instructions and conclusions of the benefits; 2. an effort to integrate students and improve all their skills has been made; 3. and the assessment criteria will respect students' motivation, strengths and weaknesses.

All in all, this project only represents a hypothetical model and situation, but provides relevant information to make students aware of the need to be alert and in continuous formation to adapt themselves to any situation that requires differentiated instruction. It also tries to contribute to the elaboration of specific pedagogical measures for addressing differentiated instruction in consonance with the legal framework and education laws which, even though they are improving in stressing the need for inclusive education, today they are still very limited in the provision of guidelines to deal with specific learning problems.

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Annex 1A: Table of contents of the units 1-3 of the coursebook Network Eso 2, Student's Book (Devlin and Shaw 2-3)

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Annex 1B: Table of contents of the units 4-6 of the coursebook Network Eso 2, Student's Book (Devlin and Shaw 4-5)



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MODULE 4			STORIES IN NATURE			Past Continuous			Adventures in Nature Narratives			An interview with an author			Describing past events /s/, /z/			A comparison of past events			Making Films Video: Studio Tours			A Book List			1 2 3 4 5 6		
GREAT STORIES Page 63			SURPRISING STORIES			Past Continuous / Past Simple			The "Great" Viking Conquerors A comic strip			A conversation about weekend activities SlideSHOW: Superheroes			Talking about past events			A timeline						1 2 3 4 5 6 7					
CRIME STORIES			Crime			have to, need to						A conversation about a book			Talking about a book			A story						1 2 3 4 5 6 7					
REVIEW 2 Page 79			VOCABULARY REVIEW			GRAMMAR REVIEW			SKILLS CHECK			LITERATURE, CULTURE'S TRAVELS			VIDEO: THE SMALL MEN														
MODULE 5			PEOPLE HELPING PEOPLE			be going to, Present Continuous with future meaning, will			The Power of Books A profile SlideSHOW: Reading			A lesson about kindness			Making predictions /w/, /v/			A thought board predicting your future			Bicycles Video: Biker for Hire			A Trivia Quiz			1 2 3 4 5 6 7		
MAKING A DIFFERENCE Page 83			INVENTIONS			First Conditional			Changing the World with simple things A magazine article SlideSHOW: Think Green			A presentation about an item			Describing items			Notes for a presentation						1 2 3 4 5 6 7					
A BETTER WORLD			The environment			Object pronouns						A lecture about wasting water			Describing a city			A formal e-mail to a city official						1 2 3 4 5 6 7					
MODULE 6			TECHNOLOGICAL ADVANCES			Present Perfect Simple			Technology SlideSHOW: Internet language			A classroom discussion about special technologies			Asking about experiences			Messages about the news						1 2 3 4 5 6					
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Annex 1C: Table of contents of the workbook Network Eso 2, Student's Book (Devlin and Shaw 3)

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A THINGS TO DO

In this section, you will: learn vocabulary; activities • use the Present Simple / Present Continuous • describe habits and current actions
In order to: write a text message about your activities

VOCABULARY Activities

IS FLIPPED CLASSROOM **IC** VOCABULARY PRESENTATION

1 **1** Listen and repeat the activities in red on the community centre noticeboard. Which activities involve sport?

Things to Do at Tanton Community Centre

A MONDAY COOKING CLASS
Never order pizza for a meal again! Learn to prepare amazing meals in our cooking class.

B WEDNESDAY ART CLASS
Learn to paint like a pro in six months!

C JOIN A GROUP AND EXERCISE WITH FRIENDS!
The Tanton Community Ice Birds go ice skating twice a week.

E THEATRE MARATHON
Go out and see a show every Friday and Saturday for a month.

F NATURE CLUB
Do you want to take a trip? There's no reason to go abroad. Our nature club explores a new area every Saturday. Members of the club hike and go camping.

Translator Needed
A visiting family is looking for a student with excellent French for part-time work as a translator. The family is planning to take four or five sightseeing in the area.
Call 07700 900123 for details

2 **2** Read the notices in Exercise 1. Which notices interest you? Why?

3 **3** Match the items to the activities in red in Exercise 1.

1 

2 

3 

4 

5 

6 

7 

8 

4 **4** Copy and complete the sentences with the words below.

take tours | explore | go out
join a group | order pizza

- 1 Do you want to stay at home or ... tonight?
- 2 I'm hungry. Let's
- 3 Tourists sometimes ... of an area so they can learn about it from an expert.
- 4 People often ... so they can do activities with other people.
- 5 The hiking club is fun because we ... new places every week.

5 **5** How many after-school or weekend activities can you think of in two minutes? Make a list.

IC SLIDESHOW: FUN WITHOUT MONEY 

6 **6** Watch the slideshow. Which activity is your favourite? Where can you do it?

WORKBOOK PAGE 9

GRAMMAR Present Simple / Present Continuous

IS FLIPPED CLASSROOM **IC** GRAMMAR ANIMATION

Present Simple / Present Continuous

We use the Present Simple to talk about facts, routines and habits.

I order pizza every weekend.
Do you always order pizza on Saturdays?

We use the Present Continuous to talk about actions that are happening now.

We aren't ordering pizza right now.
Are you ordering pizza at the moment?

Stative verbs (want, think, know, like, love, hear, understand) aren't usually in the Present Continuous.
I hear him now.

GRAMMAR APPENDIX WORKBOOK PAGE 50

7 **7** Copy and complete the sentences with the correct verbs provided.

paint | are painting | is taking | takes

- 1 My visitor from Italy ... a tour of the city right now.
- 2 Mark sometimes ... food tours on trips abroad.
- 3 In our class, we always ... with water colours.
- 4 Don't move the bowl of fruit. We ... it.
- 5 Look! Those people ... a film outside – from their car!
- 6 We often ... films on TV at the weekend.
- 7 Daniel ... in the park every evening.
- 8 Let's join Sharon. She ... in the park at the moment.

WORKBOOK PAGE 9

8 **8** Copy and complete the sentences with the verbs in brackets to make the sentences true for you. Use the affirmative or negative form of the Present Simple or Present Continuous.

- 1 I ... (wear) trainers at the moment.
- 2 I ... (go out) at the weekend.
- 3 My parents ... (watch) a show right now.
- 4 My friends and I ... (order) pizza once a week.
- 5 My teacher ... (sit) in the classroom now.
- 6 My best friend ... (understand) English very well now.

9 **9** Ask and answer questions with your partner to find out his / her answers to Exercise 8.

Are you wearing trainers at the moment?

No, I'm not. I'm wearing boots.

10 **10** Complete the e-mail with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous.

Hi Louise,

1. ... you ... (have) fun in London? We 2. ... (love) New York! Right now, I'm at the New York City Marathon. No, I 3. ... (not run) in it. My parents and I 4. ... (watch) it. The New York City Marathon is the largest marathon in the world. Around 100,000 people 5. ... (participate) in it every year. My dad 6. ... (want) to run in it next year, so we're here because of him. My brothers 7. ... (not watch) the marathon with us. They're on Coney Island. My brother Oliver 8. ... (explore) the aquarium there right now. But my brother Ryan 9. ... (not like) aquariums, so he 10. ... probably ... (wait) for Oliver at a restaurant. It's my turn to choose our activities tomorrow. I 11. ... (want) to go ice skating at the Rockefeller Center or take a tour of Brooklyn. What 12. ... you ... (think) is the right choice?

See you soon,
Wendy

WORKBOOK LAB DO EXERCISES 1-5 PAGE 50



B PLACES TO SEE

In this section, you will learn vocabulary around town • use *There is / are* articles, quantifiers, *How much / many* • describe a place
In order to: make an information card about a place

VOCABULARY Around town

1 **FLIPPED CLASSROOM** **IC** **VOCABULARY PRESENTATION**

1 Look at people's comments on a webpage about a town. Listen and repeat the words in pink. Which places or things have you got near your home?

A

You can take a free walking tour across Oldsville **Bridge**. The tour starts at the **corner** of Main Street, opposite the **roundabout**. It finishes at the old **factory**, near the famous Hog's **Ear pub**. We really recommend it!

B

There aren't enough **traffic lights**, **stop signs** or **zebra crossings** in the town. There's also only one **petrol station**. But there's a great **tourist information centre** with a lot of information about interesting **sights** in the area. It's in the park, near the **playground**.

C

There's a fantastic **market** in the **town square** and there's a **car park** near the square. There are also **bus stops** nearby.

2 Read the comments in Exercise 1. What does each person recommend for tourists?

3 Choose TWO correct answers.

- Some people work at a factory / tourist information centre / roundabout.
- You should cross the road at the zebra crossing / bus stop / traffic light.
- You can buy things at the shops in the sight / town square / market.
- Stop signs / Traffic lights / Petrol stations tell cars to stop.
- Drive around the zebra crossing / roundabout / corner.
- People often go to the car park / pub / town square with their friends.

4 Answer the questions with the words below. There are more words than you need.

roundabout | petrol station | car park
factory | tourist information centre
bridge | bus stop

- Where do people leave their cars?
- Where do drivers buy petrol?
- Where do people make TVs and computers?
- How do people get to the other side of a river?
- Where can you find out about interesting places in the area?

5 Can you think of three other places around town? What do people usually do at each place?

WORKBOOK PAGE 90

GRAMMAR There is / There are, Articles and quantifiers, How much / How many

IS **FLIPPED CLASSROOM** **IC** **GRAMMAR ANIMATION**

There is / There are, articles and quantifiers, How much / How many

We use *There is / There are*, articles and quantifiers and *How much / How many* to ask about quantity.

Countable nouns

There is a bridge / There is an old building.

There are some / many / a lot of / lots of playgrounds.

There aren't a factory.

There aren't any / many / a lot of / lots of buildings.

Is there an interesting market?
Yes, there is. / No, there isn't.

Are there any / many / a lot of / lots of stop signs?
Yes, there are. / No, there aren't.

How many car parks are there?

Uncountable nouns

There is some / a lot of / lots of music.

There isn't any / much / a lot of / lots of food.

Is there any / much / a lot of / lots of bread?

How much milk is there?

GRAMMAR APPENDIX WORKBOOK PAGES 95-96

TIP We use *the* to talk about specific items. There's a blue car outside. The car is Tom's.

6 Choose a place in pink from Exercise 1. Describe it to your partner. Can he or she guess the place?

It's outside. Children often play there.

Is it a playground?

PRONUNCIATION Describing a place

1 Listen and repeat the compound nouns. Pay attention to the word stress.

1 playground **2** car park **3** traffic light

PRONUNCIATION APPENDIX WORKBOOK EXERCISE 3 PAGE 102

7 Copy and complete the sentences about four town squares with the words below.

there is | there isn't | there are | the there aren't | an | a | some | any

- ... buildings are very colourful.
- There aren't ... cars in the square.
- ... some water on the ground.
- ... any snow.
- There are ... trees, but not a Christmas tree.
- ... some birds.
- There is ... very tall statue.
- There is ... unusual animal statue.
- ... any boats.

8 Which pictures below match the sentences in Exercise 7?

A St Mark's Square, Venice

B Stortorget Square, Stockholm

C Durrus Square, Kathmandu

D Rossio Square, Lisbon

9 Choose the correct answer to complete the questions.

- How many **buildings** / **snow** are there in picture B?
- How much **statues** / **snow** is there in picture B?
- Is there any **people** / **water** in picture D?
- Are there any **buildings** / **rain** in picture D?
- Are there many **clouds** / **sun** in picture C?
- Are there a lot of **people** / **fog** in picture A?

10 In pairs, ask and answer the questions from Exercise 9 about the pictures in Exercise 8.

How many buildings are there in picture B?

I think there are six buildings.

18

11 Choose the correct answer.



1 There is / There isn't / There are many beautiful sights in Turkey and tourists love visiting them. But one place doesn't appear in 2 much / many / a adverts at tourist information centres – and for a good reason. It's called The Gate to Hell, and it's 3 a / an / some cave at the location of 4 an / a / some ancient city called Hierapolis. Its historical name is Plutonium, after Pluto. 5 any / the / a ancient Roman god of the underworld. There is 6 the / a lot of / any dangerous gas inside The Gate to Hell and 7 an / much / the gas can kill animals and even people. Ancient writers describe animal sacrifices in the cave using this gas. Today, there aren't 8 some / any / a animal sacrifices, but it's still very dangerous. According to Hardy Plantz of the University of Duisburg-Essen in Germany, 9 is there / there is / there are seismic activity – like the movement of the ground during earthquakes – under the cave. This activity produces 10 much / many / lots of volcanic carbon dioxide and this can be fatal for people and animals.

GRAMMAR LAB DO EXERCISES 64, 65, 66, 67

19

12 Read the title and the headings in the magazine article. What type of place is each section about?

13 a) Now read the magazine article. What country is each place in?

Secret Places

Gustave's Secret Flat

Millions of people visit the Eiffel Tower every year. But how many people know about the tower's secret flat? The 19th-century flat is 285 metres above ground, and it's open to the public for the first time in 5 years. Originally the flat of Gustave Eiffel, the tower's architect, it has got a great view of the buildings and streets of Paris. A lot of the original 19th-century furniture is still in the flat, as well as Eiffel's plans.



14 Who or what are they?

- 1 It's 285 metres above the ground.
- 2 He was an architect.
- 3 It's a city with secret apartments in its libraries.
- 4 They remember living in secret flats.
- 5 The church is in a secret place because of it.
- 6 They're a museum now.

15 Copy and complete the sentences.

- 1 After many years, Eiffel's flat is now
- 2 In the flat, you can see lots of Eiffel's
- 3 The text mentions a playground because it's another
- 4 Today, library workers don't live
- 5 The church is inside an

16 Watch the slideshow and do the quiz. How many questions did you answer correctly?

SLIDESHOW: QUIZ: AROUND THE GLOBE



17 Listen to a tour guide describing a bridge on a tour of Prague. Which of the following does he mention?

- 1 his feelings about the bridge
- 2 the age of the bridge
- 3 the length of the bridge
- 4 problems with the bridge

18 Copy the information card. Then listen again and complete the card.

Place:	Charles 1, ...
City:	Prague
Country:	Czech Republic
Geographical features in the area:	the 1, ... Vltava
Best time to visit:	1, ... in the morning
Special attractions:	1, ... statues of saints
People at the place:	1, ... 1, ... tourists and people selling food

19

1 Make an information card about a place. Use the card in Exercise 18 to help you.

2 Tell the class about the place on your information card.

SHUFFLE WORKBOOK PAGE 11

49

1

GETTING AROUND

In this section, you will: learn vocabulary; transport • use subject / object questions • get information

In order to: write an opinion about your city or town

VOCABULARY

Transport

IS FLIPPED CLASSROOM

ICG VOCABULARY PRESENTATION

1

Listen and repeat the transport words in green in the magazine survey. Then match the vehicles to the correct categories.

AIR WATER LAND

jeep

2

Read the magazine survey and answer the survey questions.

3

Copy and complete the sentences with the words below. Give TWO answers for each sentence. Use each word once.

helicopter | ferry | aeroplane | electric bike
boat | train | hoverboard | motorbike
underground | scooter

1 Who flies this...?
2 People often travel by ... across a lake.
3 I haven't got a licence, so I ride my ... to school.
4 Every ... has got two wheels.
5 Please buy a ticket before you get on the ...

4

Choose the correct answer.

THE HAKEBRINK X3
City people often buy 'electric bikes / ferries / lorries' because they are fast and clean. Usually, they can take you from home to school or work very comfortably, but you can't
1. drive / sail / ride them on sand and snow. But the Hakebrink X3 is perfect for sand and snow. Its large wheels move easily across difficult areas.

THE MOSQUITO AIR
You can't fly 'lorries / scooters / aeroplanes' without a pilot's licence, but it's possible to fly the Mosquito Air. This small
1. minivan / helicopter / jeep for one or two people flies below aeroplanes and above cars, so it's perfect for transport between city destinations.

THE AERO-X
It's great to travel by scooter or 'boat / train / motorbike' on busy city streets because they navigate traffic easily. But why travel on the road? The Aero-X transports up to two people, just like a scooter, except you 'take / ride / sail' it three metres above the ground!

5

Ask your partner how he or she gets to different places. Use the ideas below or your own ideas.

school | the beach | a friend's house
the town square | the shops

How do you get to school every day?
I usually take the bus. How about you?

6

Listen to Zoe's podcast and complete the missing information in your notebook.

AN UNUSUAL TRAIN STATION

Hello from China! My ... are visiting the city of Chongqing at the moment. Right now, we're standing in a '...' . It's raining, but we are dry because the train station is inside a '...' . City planners use creative building methods like this in Chongqing because there isn't much '...' . In this building, there are '...' floors. The train station is between the '...' floors. People live on the other floors. The residents of the building like the train station because it's '...' to use. When they want to get on the train, they go to the correct floor. Right now, a train is coming into the station and making a lot of '...' , but the residents don't mind. Special equipment reduces the noise so the residents have got peaceful lives.

7

Listen again and check your answers to Exercise 6.

8

Write the words in the correct order to make questions about transport. Use the Present Simple.

1 works / who / in the Shinkansen Cleaning Theatre
2 they / in seven minutes / what / do / do
3 a lot of time / spends / in traffic / who
4 people / the London Underground / what / do / call
5 from pubs / what / comes

9

Read the transport facts and answer the questions you wrote in Exercise 8. Which questions are subject questions?

Transport Facts

A The 'Shinkansen Cleaning Theatre' is the amazing way cleaners clean the Japanese Shinkansen (bullet trains). They clean a whole train in seven minutes.
B The average American spends 38 hours a year in bad traffic.
C People call the London Underground 'The Tube'.
D The names of five stations on the London Underground are from pubs, for example, Elephant & Castle and Manor House.

GRAMMAR

Subject / Object questions

IS FLIPPED CLASSROOM

ICG GRAMMAR ANIMATION

Subject / Object questions

When we ask questions, we can ask both subject and object questions with who and what. We never ask subject questions with when, where, why, how and how often.

Who is driving the car? (subject question)
Dan is driving the car.

Who is Dan driving to work? (object question)
Dan is driving his mother to work.

What flies in the sky? (subject question)
Aeroplanes and helicopters fly in the sky.

What do Jess and James fly? (object question)
They fly helicopters.

GRAMMAR APPENDIX WORKBOOK PAGE 96

20

21

50

1

C

WRITING > An opinion about your city or town

In an opinion about a city or town, we include:

> general information

> our opinion of the place

> examples to support our opinion

17

Read Noah's model opinion. Then answer the questions below.

MODEL

My Home Town

I live in Adelaide in South Australia. Adelaide is a large city on the coast of Australia. Over one million people live here. In my opinion, it's a fantastic city. There are many places to do fun activities around town, and it's always easy to get from one place to another. People call Adelaide "the 20-minute city" because you usually reach any place in the city in 20 minutes. The public transport is excellent. Travelling by train, train or bus is easy. My friends and I go out every weekend. We explore the city on sunny days, and we have lots of fun at the Adelaide Entertainment Centre. Adelaide is a great place for teenagers and I'm happy it's my home.

1

Where does Noah live?

2

What general information does he give about the city?

3

What is his opinion of the city?

4

What examples does he give?

24

2

DID YOU KNOW?

Australia is the world's city largest country. It's sometimes called the 'island continent' because it's an island and also a continent! The largest cities in Australia are Sydney, Melbourne, Brisbane, Perth and Adelaide.

18

Write the words in the correct order to make sentences.

1 often / I / the tram / take

2 we / at night / don't ride / electric bikes / our

3 late / is / always / my bus

4 the train station / on Sundays / open / isn't

5 in winter / usually / a taxi / to school / take / I

ADVERBS OF FREQUENCY AND TIME EXPRESSIONS

We use adverbs of frequency to describe how often we do an action. We use time expressions to describe when we do an action. Adverbs of frequency come before the verb or after the verb to be. Time expressions come at the beginning or end of a sentence.

I often take the bus to the shopping centre.

The trains are never late.

We visit museums at the weekend.

On Monday afternoons, I go to the library.

19

Copy and complete the sentences with the prepositions below.

from | on | by | to | at

1 Is the party ... Friday?

2 Do you always travel ... bus?

3 Let's meet ... the museum.

4 Dan rides his scooter ... his house ... school every day.

PREPOSITIONS

We often use prepositions to provide accurate details. We sometimes meet at the beach on sunny days. We rode from the museum to the port. You can get there by train.

1 Look at the prepositions in blue in the model. Which preposition's comes before ... ?

• a location

• a form of transport

• a time

25

1

GETTING READY TO WRITE

A. Copy and complete the chart below about your city or town or use the Writing Plan on page 15 of your Workbook.

Name of city / town:

General information:

Opinion:

Examples:

B. Copy and complete the sentences below using information from your chart.

1. ... is a ... city / town ...

2. ... people live there.

3. In my opinion, ...

4. There are ...

5. Travelling by ... is ...

6. My friends and I ...

2

TASK

Write an opinion about your city or town. Use the information in the chart, your sentences and the model to help you.

3

CHECK YOUR WRITING

Use the checklist below to check your writing.

CHECKLIST I used ... correctly.

grammar

adverbs of frequency and time expressions

prepositions

WRITING GUIDE > WORKBOOK PAGE 110 >

25

TIME TO NETWORK > An opinion about your city or town

MODULE 1

C

52

**CULTURE
QUIZ**

After-School Activities

IC/IS VIDEO

**MODULE
1**

Watch the video. Then choose the correct answer.

- 1 After-school classes in China are usually ...
 - a two or three hours long
 - b until 5.00 pm
 - c at home
- 2 How are students in the UK different from students in Asia?
 - a Students in the UK don't stay at school after school hours.
 - b Students in the UK don't usually have after-school maths lessons.
 - c Students in the UK don't have meals at school.
- 3 Which sentence ISN'T true about breakfast clubs?
 - a Students learn how to make the breakfast.
 - b Students exercise there.
 - c Some students read books.
- 4 According to the video, which sports clubs in the UK are very popular?
 - a swimming, basketball and tennis
 - b cricket, gymnastics and football
 - c gymnastics, tennis and judo
- 5 What does Jack usually do in his free time?
 - a indoor sports
 - b water sports
 - c outdoor sports

DID YOU KNOW?

Cricket is very popular in Australia and the UK, but not in other European countries or the USA. However, cricket is the world's second most watched sport. That's because it's extremely popular in South Asia, and about 25% of the world's population lives there!

TEST YOURSELF

Can you match the facts about schools to the countries below?

ANSWERS PAGE 148

India | the Netherlands | France | Chile

- 1 Many schools close on Wednesday afternoons in this Western European country.
- 2 With one of the biggest populations in the world, this country has also got the biggest school in the world. The school has got around 55,000 students!
- 3 The school summer holiday is three months long in this country in South America.
- 4 In this Northwestern European country, children start school the day after their fourth birthday. As a result, there are new students all year long.

BACK TO MODULE



1 COLLABORATIVE PROJECT

A Travel Brochure



STEP ONE ✓ READ THE MODEL

Read the travel brochure about Hong Kong and copy and complete the fact file.

FACT FILE

City:

Why it's special:

Activities:

Transport:



STEP TWO ✓ DO YOUR PROJECT

- 1 In groups or with a partner, choose a city for your travel brochure.
- 2 Use the Internet to find information about your city and pictures. Use the fact file above to help you.
- 3 Make your brochure.

TECHNO OPTION

Create an online travel brochure.

IS
TECHNO HELP

STEP THREE ✓ PRESENT THE PROJECT

Complete a cue card about the city. Use it to present your travel brochure to the class. Use the model cue card to help you.

150

◀
BACK TO MODULE

Welcome to Hong Kong!

Hong Kong is a very interesting city in China. Because the British once governed Hong Kong, there is a combination of British and Chinese culture in this special city.

Popular activities

- ✿ Many people come to Hong Kong for the shopping. There are traditional Chinese shops and street markets, but there are also beautiful, modern shopping centres.
- ✿ Tourists often take tours and see the parks, temples, museums and nature reserves. They also take a boat ride at a fishing village or ride the tram to the top of Victoria Peak mountain.






Transport

- ✿ The transport in Hong Kong is excellent. There are taxis, buses and minibuses. There are trams on Hong Kong Island and there are ferries between the islands in the area.

CUE CARD

Our travel brochure is about *Hong Kong, China*.

It is *a very interesting city in China*.

Popular activities include *shopping, tours, boat rides and tram rides*.

Transport includes *taxis, buses, minibuses, trams and ferries*.