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E-LEARNING: A DIDACTIC PROPOSAL FOR THE SIXTH GRADE OF PRIMARY EDUCATION

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ABSTRACT

This MD develops a didactic proposal of English as Foreign Language aimed at the 6th course of Primary Education within an online context. The topic of this unit is the correct use of the internet and social network avoiding threats such as cyberbullying. Thus, the students will interact and learn collaboratively how to make a correct use of the internet as well as how to share information with care. Moreover, the final task will give the pupils the opportunity of communicating the contents addressed through the unit putting into practice the linguistic formulas that appeared in the lessons by recording a podcast. In this direction, the Information and Communication Technologies will have a main role in the whole process. Furthermore, e-learning, Communicative Language Teaching, the teaching of English as foreign language and the design of didactic units will be approached to introduce the methodological and theoretical framework surrounding this proposal.

Keywords: e-learning, Teaching English as Foreign Language, Communicative Language Teaching, didactic unit, Primary Education.

RESUMEN

Este Trabajo de Fin de Máster desarrolla una propuesta didáctica de Inglés como Lengua Extranjera, dirigido al sexto curso de Educación Primaria en un contexto de enseñanza online. El tema de esta unidad es el uso correcto de internet y las redes sociales, evitando amenazas como el cyberbullying. De esta forma, los estudiantes interactuarán y aprenderán de manera colaborativa cómo hacer un uso correcto de internet y a compartir información de manera segura. Además, la tarea final dará a los alumnos la oportunidad de comunicar los contenidos tratados a lo largo de la unidad utilizando las fórmulas lingüísticas que aparecieron durante las sesiones mediante la grabación de un podcast. En este sentido, las Tecnologías de la Información y la Comunicación tendrán un papel principal en todo el proceso. Así mismo, para introducir el marco teórico y metodológico que rodea esta propuesta, se llevará a cabo una aproximación al concepto de e-learning, Communicative Language Teaching, la enseñanza del Inglés como Lengua Extranjera y el diseño de unidades didácticas.

Palabras clave: e-learning, Enseñanza de Inglés como Lengua Extranjera, Communicative Language Teaching, unidad didáctica, Educación Primaria.

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1. INTRODUCTION

Recently, we have witnessed a unique situation in which education centres from everywhere have to be adapted to a distance teaching and learning methodology due to the COVID-19 pandemic. This fact together with an exponential growth during the last years of *e-learning* tools opened new possibilities and opportunities concerning teaching and learning. In the same direction, the Primary Education Curriculum stresses the possibilities that the Information and Communication Technologies (ICT) offer to develop the education process a step further than traditional methods (RD 126/2014, 28th February, p. 1). Hence, as the main objective, this dissertation will focus on the methodological tenets and implications of *e-learning* to analyse its possibilities in the teaching and learning process. At the same time, a Teaching Proposal aimed at the sixth grade of Primary Education based on a Didactic Unit of English as Foreign Language subject will be developed under this theoretical framework and following the Communicative language Teaching (CLT) approach. This method is key in language learning since it focuses on the use of language through communication in meaningful contexts (Savignon, 2002, p. 2).

Nonetheless, it is paramount to take into consideration the importance of the development of the teaching and learning process within the classroom since each student learns in a unique form as Gardner states (1989, p.6) in his “Multiple Intelligences” theory. In the same direction, pupils express themselves in different ways, love talking about themselves and have a need for individual attention and approval from the teacher (Harmer, 2001, p. 38). Hence, we as teachers need to consider that despite of the assets that *e-learning* presents, such as the increase of autonomy, motivation, communication skills, collaborative work and development of problem-solving abilities (Herrington et al., 2010, p. 10), we should pay attention to the relevance of face-to-face communication and to the importance of interacting with others within both a social and an educational context as highlighted by Vygotsky in his “Sociocultural” theory (1978, as cited in Monroy, 2008, p. 8).

As far as attention to diversity is concerned, we must also reflect about the educational response provided to those students with special needs. Moreover, regarding the methodology underpinning this project, we need to elaborate a specific intervention to cater for those pupils with a lack of access to Information and Communication Technologies (ICTs).

Thus, this Didactic Proposal will foster the development of students’ communicative competence from this exceptional context of distance teaching and learning, as it is described

in the Primary Education Curriculum (MECD, 2014) which establishes the teaching requirements for Primary Education nationwide. In the same way, the lesson plan will include a sequence of activities that will foster the communication in real contexts through the use of the four skills (listening, speaking, reading and writing). In addition to that, this proposal will develop group working skills by means of activities that require collaboration, as mentioned in the Common European framework of reference (CoE, 2018) to “balance between teacher-centred instruction and collaborative interaction between learners in the co-construction of meaning” (p. 27).

Paying attention to the main points described above, this dissertation will address the following subjects: a description of *e-learning* methodology; the pedagogical implications to consider; the main issues according to teaching English as Foreign Language (EFL); elements to consider in the design of a Didactic Unit for Primary Education; a didactic proposal; a conclusion.

2. E-LEARNING

2.1. Introduction

This section will start covering a definition of *e-learning*, a brief summary of different types of *e-learning* courses and a description of its main principles. After that, we will analyse some of the advantages and disadvantages that might arise in online teaching and learning contexts.

Firstly, we can start addressing this topic with a glance at Horton’s (2012) *e-learning* definition: “the use of electronic technologies to create learning experiences” (p. 3). This definition underlines the computer-based methodology as a main issue but omits a paramount aspect, the role of the internet as the mediation channel to communicate and to access the contents (Littlejohn and Pegler, 2007, p. 15). Thus, in the previous definition another main feature is introduced, the internet as an essential pillar in this process. In the same direction, the ‘Dirección General de Telecomunicaciones de Teleeducación’ emphasises in its *e-learning* definition how this type of learning can be applied in both formal and non-formal education to any receiver, fostering an interactive, flexible and accessible learning (Cabero, 2006, p. 2). Therefore, an *e-learning* environment requires the use of three main resources: a computer or similar equipment, the internet and didactic contents or courses.

Phillips et al. (2012) enumerate a number of previous or alternative denominations which have been usually used to describe this kind of teaching such as ‘courseware’,

‘interactive multimedia’, ‘computer-based learning’, ‘computer-facilitated learning’ or ‘interactive learning systems’ (p. 4). Furthermore, these authors define how these approaches work: “These applications delivered web pages to learners and provided online interactive tools that allowed learners to interact with course materials, other learners and their teachers” (p. 4). Hence, according to this description and considering how this didactic approach works, we should introduce *Computer Mediated Communication* (CMC) as one of the main components that underpin it. CMC is defined by December (2006) as “the process by which people create, exchange, and perceive information using networked telecommunications systems (or non-networked computers) that facilitate encoding, transmitting, and decoding messages” (p. 1). Over the last years we have witnessed a growth in the ICTs and CMC interaction through synchronous communication (real time interaction like chats) and asynchronous communication (not real time interaction like forums). These kinds of tools can be adapted in an *e-learning* environment from a didactic approach together with software specifically designed for teaching and learning. In this direction and according to Littlejohn and Pegler (2007) “one of the reasons that it is difficult to be precise about what *e-learning* means and what it covers is that the technologies that make it possible continue to change and develop” (p. 16).

As far as types of *e-learning* courses are concerned, Horton (2012) defined five type of courses according to different criteria (p. 4). Therefore, if we pay attention to the number of students and the opportunity of interacting with other learners or the teacher, we find “standalone courses” which are taken by only one learner and “social courses” that involve a number of learners who can interact between them and with the teacher through the use of blogs, fora or chats. “Social courses” might also imply the use of “virtual-classroom courses” in which the teaching and learning process takes place through online classes, including similar activities and tasks such as in face-to-face education. “Mobile learning” takes advantage of the high presence of electronic devices such as smartphones or tablets in young learners’ lives, introducing them in both “standalone” or standard courses. These devices can be used in “social” and “virtual-classroom” courses to interact with others. Another point that can be introduced in *e-learning* is gamification. In this direction, “learning games and simulations” involves simulated tasks, exploration and discovery.

In addition, we should consider a number of main principles when applying this didactic methodology (Garrison & Anderson, 2010, pp. 34-38). We must approach the evaluation from different perspectives, that is, reflecting on what we are going to evaluate, how we are going to

do it, and carrying out a coherent evaluation according to the expected results. Thus, the assessment criteria must be clearly expressed and negotiable to some extent to ease the in-depth learning. Moreover, it is crucial to develop coherent knowledge schemes and structures. In this regard, the learning experiences should be meaningful and designed according to the learners' level, needs and near context. Another main feature to take into account considering learners is to promote autonomous work increasing the responsibility in the self-learning process and encouraging critical thinking. With regard to the selection of contents, it is a good opportunity to design creative and spontaneous teaching experiences which increase participation and motivation.

Similarly, Cabero (2006) summarises several principles which should be considered in *e-learning* contexts as a guide of good practice (p. 5). Thereby, the teacher should foster the learners' participation and the cooperation with peers to engage them in the teaching and learning process and promote autonomous and group work. At the same time, if the teacher involves learners in their own learning process, their active learning will be facilitated. Another key point to consider in *e-learning* contexts is to provide quick feedback. It is very important to learners to be aware of their learning progress and to keep active their interest and motivation. Furthermore, it is especially relevant to communicate good perspectives when providing feedback to learners. Last but not least, a good teaching practice must respect the classroom diversity considering different levels and learning paces.

As we have seen, the adoption of such a specific approach as *e-learning* requires a deep reflection to reach both the good practice and the established goals. Likewise, we have to anticipate the possible assets and pitfalls that we could find when adopting this method. In this regard, we can approach the work of Cabero (2006) who pointed at some of the main advantages and disadvantages of *e-learning* (p. 3). First, we could start analysing the role of learners and teachers. This kind of learning demands minimal technological skills on the part of teachers and learners as well as an access to specific technological devices. On the other hand, it gives students access to a wide range of updated information and increases multimedia training. In the same way, the use of ICTs provides different synchronous and asynchronous communication tools which favours interactivity, allows the instant register of student's activity and the receiving of feedback and makes collaborative and group work easier. Nonetheless, this kind of work and management of ICTs resources demands from students having autonomous skills which paradoxically are fostered through the use of this teaching and learning method. Moreover, considering the human factor, *e-learning* requires more time investment on the

student and teacher's part. In this manner, the learners could become demotivated, and teachers could face difficulties in the design and preparation of activities and materials. In the same direction, the specific conditions that surround this method introduce a new issue, that is, the quality of training can decrease if there is not an adequate teacher-student ratio.

Regarding materials and resources, Cabero (2006) highlights how *e-learning* courses make the information accessible and flexible at any time and in any space, allowing a knowledge delocalization and thus, giving students access to all kinds of contents and materials. Nevertheless, many current courses and content designed for these experiences are of low quality (p. 3). Finally, we might add that *e-learning* fosters a more personalised and formative education and saves costs and travel (Cabero, 2006, p. 3).

Once we have a clear idea of what *e-learning* is, what elements it requires and which assets and pitfalls we could find in its introduction in education, we should reflect about the tools that would be needed to carry out it successfully. As it was described previously, we need a number of essential components in the application of this educational method, that is, a computer or similar equipment, access to the internet and didactic contents or courses. Additionally, to ease the teaching and learning process in such environment, we will need a number of specific tools. Through the use of these tools by learners and teachers, communication, interaction and feedback will be improved. In this regard, we must introduce a concept, *Learning Management Systems* (LMSs), also known as *Moodle*. As Limongelli et al. (2001) state: “making the learning process free from space-time restrictions, LMSs offer students an active role in their own education: instead of just attending classes, learners can actively construct their own knowledge, enjoy considerable autonomy and choose to work collaboratively” (p. 50). Thus, introducing this teaching and learning tool, we give learners the opportunity of working at their own pace in an autonomous way and communicating with peers to work collaboratively. Nowadays, many educational centres employ this kind of software as a tool to facilitate communication and interaction between students and between students and teachers as well as a place to share contents, and to deliver activities and receive instant and personalised feedback. In this direction, from the point of view of both student and teacher we can affirm that the use of this free online software is a valuable tool which provides a wide variety of possibilities, facilitates communication and fosters participation and creativity in the teaching and learning process.

2.2. Main pedagogical considerations in the design of an e-learning Didactic Proposal.

During 2020, The British Council carried out a number of surveys aimed at teachers from April to May during the first stage of the Covid-19 pandemic. From the results of these surveys was elaborated a report that reflects the experiences and needs of teachers during this period, and with the aim of providing the resources that fulfil these needs. Thus, both teachers and students presented difficulties with the management of ICTs due to a lack of training, and in some cases, the impossibility of access to an internet connection. These kinds of problems were an obstacle in both synchronous and asynchronous communication as well as in class management, complicating the relationship between teachers and students. In addition to that, the students lack of autonomous skills and the unfamiliarity with such a new educational method caused a decrease of student's motivation. As far as pedagogical aspects are concerned, the teachers found difficulties to plan and design online lessons since many of them ignored how to use the online resources needed or they have no previous experience on teaching online. In the same way, these obstacles also made it highly difficult to cater for individual needs and to address the attention to diversity. Other features which also arise in this context were the difficult task of adapting evaluation since teachers adduce fears about cheating, and the time needed to prepare lessons and materials (British Council, 2020).

To avoid scenarios like the ones described above, the British Council (2020) remarks several facts to be considered. Mainly, students and teachers must receive specific training to deal with online contexts and to be able to manage ICTs resources. Furthermore, it is important to promote the development of students' autonomous skills to prepare them for such a demanding context in which there is a lack of face-to-face interaction between students and teacher. On the other hand, education authorities must provide specific resources and technical support to guarantee the quality of the teaching and learning process (British Council, 2020, pp. 20-21).

Likewise, when designing a didactic proposal under these circumstances, we must pay attention to several matters. First, it is crucial to reflect about which pedagogical approach and ICTs resources are going to be used and conduct the assessment of both considering the teaching and learning context (Mikropoulos, 2018, p. 6). In this manner, we will design a didactic proposal adapted to the learners' level, interests, needs, near context and ICTs knowledge. Another key point to bear in mind is not to use technologies as 'content delivery systems', that is, providing students with learning experiences designed in a meaningful way, with a limited number of contents which are connected to meaningful activities and tasks,

instead of overwhelming students with a big amount of data. Similarly, as Herrington et al. remarked (2010) teachers should promote both the work "*from and with technologies*" (p. 7). Therefore, learners would work in two directions, receiving information through media that should be processed to respond and receive feedback (learning *from*); and the introduction of activities and tasks which requires autonomous work, critical thinking, reflection and solving challenging tasks (learning *with*).

At this point, we should also reflect about the role of the teacher in such a didactical approach. In an *e-learning* environment the teacher needs a number of technological skills to deal with the technical issues that might appear. In the same way, the teacher must fulfil several roles as in face-to-face contexts such as the teaching role and act as tutor and guider. Nevertheless, additional roles may arise in the approach we are addressing now, such as the technical expert and the designer of mediated learning contexts. With regard to the technical perspective, the *e-learning* teacher requires technical knowledge to develop the teaching process through the use of the ICTs and a wide variety of digital tools, elaborating teaching materials and guiding the students in their use (Blázquez & Alonso, 2009, pp. 212-214; Cabero, 2006, p. 6; Aznar et al., 2019).

As far as content is concerned, we need to revise its quality, quantity and structuration according to the digital context, that is, considering the students access to proper contents, the source and the authority of these contents as well as the fulfilment of the outcomes (Cabero, 2006, p. 5). Moreover, digital contents and activities usually follow individual learning principles, so it is essential to elaborate didactic proposals that introduce collaborative learning tasks and activities (El Mhouti et al., 2017, p. 2355).

Regarding students, they will need to develop some aptitudes when working with ICTs. Thus, they have to be aware of the opportunities that this technology brings to them in their learning process. Likewise, pupils will need to expand their digital literacy, that is, their competence to use digital technologies to comply with their learning objectives, and their informational literacy, which will allow them to search, understand and select information from digital sources (Priyadarshini & Somprakash, 2018, p. 2000). Moreover, in line with Peñarrubia et al. (2021), learners have to assume an active role in their own learning process fostering autonomy instead of assuming a passive participation in closed activities and tasks as it is usually the case in online contexts (p. 12). These authors highlight the importance of keeping the communication between students and teachers, families and teachers and between teachers despite the distance context taking advantage of the multiple digital resources that make

communication possible. In this manner, teachers must provide constant feedback, support and guidance to students and families and collaborate with colleagues (Peñarrubia et al., 2021, p. 19).

Additionally, continuing with our reflection about the application of *e-learning*, it is fundamental to focus on a highly relevant component, the evaluation. The evaluation is inevitably affected by this approach, and it might be difficult to carry out it properly outside a face-to-face environment. Nevertheless, the wide variety of *e-learning* tools that exist and the possibility of direct and constant communication between the parts make it possible to carry out a combination of different assessment types. In this direction, with the participation and interaction through synchronous and asynchronous communication and the delivery of activities and tasks using digital media, we will have the opportunity of assessing in both formative and summative ways. In the same direction, the use of digital rubrics will allow the teacher to carry out assessment as well as the pupils' self-assessment, peer assessment or group assessment (Peñarrubia et al., 2021, p. 19). Furthermore, teachers' feedback and monitoring are more relevant than ever in such assessment contexts to engage students in the teaching and learning process and to provide them with a sense of progress.

3. TEACHING ENGLISH AS FOREIGN LANGUAGE. COMMUNICATIVE LANGUAGE TEACHING

First of all, we need to approach English language within the actual context. Nowadays, we live in a globalised world in which through the years English language has acquired a predominant position as a global language or *lingua franca*. This situation has grown with the wide spreading of the internet and social media, connecting different cultures and fostering communication through English, resulting in multiple varieties of this language that continues evolving. Thereby, we can communicate and contact with people around the world using English as a tool (Crystal, 2003, p. 1). Hence, we need to consider those facts when teaching EFL and to make learners aware of the importance of English as a global language and as a tool of communication. However, we cannot forget that we live in a pluricultural and plurilingual world, so we have to transmit learners the values of tolerance and respect towards other cultures, understanding the wealth of such a diverse world, but at the same time, being aware of the own identity (Crystal, 2003, p. 2).

Communicative Language Teaching (CLT) grows around a main concept, "communicative competence", or "the ability to use language in a social context through

communicative events” (Savignon, 2002, p. 2). This approach focuses on language as an instrument of communication and social interaction, not only a system of grammar rules, structures and words. Therefore, the main aim in the elaboration of didactic units is to select and design communicative activities that foster real communication as authentic as possible. In addition, it is essential to contextualise language, that is, present language through meaningful situations as acts of communication avoiding the exposure to isolated language structures (Harmer, 2001, pp. 84-85). CLT is centred in learners and, specifically, in learners’ communicative needs as the main goal, and that must be considered when designing and selecting activities and tasks. When applying CLT we also should reflect about what cultural expectations, goals, and styles of learning are present in the classroom since the communicative experiences must be adapted to the specific context in which EFL is going to be taught. In addition, the evaluation must be global and qualitative, paying attention to the whole process of communication and not to single language features (Savignon, 2002, pp. 4-16).

As far as EFL teaching is concerned, we cannot forget that the final aim is the development of the students’ communicative competence. To reach this goal, we can describe a set of principles for Teaching English as a Foreign Language that are coherent with the CLT approach. In this regard, the focus is on learners as the centre of the teaching and learning process. Thus, the activities and tasks must cater for the students’ interests and needs and will be related to their personal experiences. The structure of these activities is organised in three parts: pre-use of the skill (i.e., pre-listening) as introduction and preparation; while-use of the skill (i.e., while-listening) in which learners remain active, receiving input or producing output; post-use of the skill (i.e., post-listening) where learners produce, analyse or reflect. Similarly, the sessions are structured in three main parts: warming-up, to provide a context, to familiarise with the topic, to motivate, to introduce new language; development, to use the language by doing activities and tasks; cool-down, to consolidate language and review (Brewster et al., 2002).

Concerning the four skills (listening, speaking, reading and writing) the receptive oral skill, listening, has an essential role and provides a ‘comprehensible input’, together with reading. Then, learners will need to produce oral and written texts, integrating the four language skills, and the input should be ‘roughly tuned’, that is, involving a slightly higher level of difficulty than learners’ language level. When input is provided it is important not to create stressful situations trying to keep students’ ‘affective filter’ low to ease the language input and acquisition (Krashen, 1981, p. 110).

Regarding teacher, a number of roles can be mentioned, such as controller, organiser, assessor, prompter, participant, resource, tutor, observer, facilitator, motivator, depending on the activity and the context (Harmer, 2001, pp. 56-66).

To conclude, we can affirm that the methodology used in EFL teaching should be an eclectic one. In this manner, everything that contributes to a successful learning process and the compliance of objectives should be welcomed without making a distinction between more traditional or more innovative teaching practices.

4. DESIGNING A DIDACTIC UNIT OF EFL FOR PRIMARY EDUCATION

When designing a didactic unit of EFL for primary education we must take into account the main goal as was mentioned before, the development of the students' communicative competence and as it is established in the Royal Decree 126/2014, 28th February (MECD, 2014) and the methodology orientations for Foreign Languages (MECD, 2014). Additionally, according to the goals proposed within the Primary Education Curriculum and the EFL area, we should pay attention to a number of didactic principles. Thereby, the EFL instruction must introduce a direct exposure to the authentic use of language, including opportunities to interact and use resources and materials such as recordings, videos, authentic texts, digital applications, fora or chats. The activities and tasks should develop collaborative work and provide learning strategies that promote autonomous learning (Consejería, 2015, pp. 495-497).

Regarding cross-curricular aspects, they should be introduced in the EFL class to contribute to a more comprehensive education (health, civic education, environmental studies, equality of opportunities). In addition to that, familiar topics such as food, animals, etc. allow us to produce meaningful learning (Consejería, 2015, pp. 46-48).

As far as the Attention to Diversity is concerned, we must adapt activities and tasks to the different rhythms and learning styles, catering for the special needs. Similarly, the didactic unit should include a description of the ordinary and different from ordinary measures to provide support when needed (Consejería, 2015, p. 500).

Concerning evaluation, it should be focused on the use of communication as reception, production, interaction and mediation and use of language (CoE, 2018) as well as on the seven key competences (Linguistic Competence, Mathematic and Basic Competences in Science and Technology, Digital Competence, Learning to Learn, Social and Civic Competence, Sense of Initiative and Entrepreneurship and Cultural Awareness and Expressions) (MECD, 2014).

Furthermore, provide a wide variety of assessment tools and procedures such as control lists, rubrics, portfolio, anecdotal records and flexible exams.

After a general revision of the main pedagogical EFL area elements, we can move to the organisation and structure of the subject and its curricular components. According to the Primary Education curriculum guidelines as it is mentioned in the Royal Decree 126/2014 of 28th February (MECD, 2014) the EFL subject in the third stage of this educational stage (6th course), consists of three hours per week. These hours are distributed in lessons or sessions which last for sixty minutes each and that form the Didactic Units (around eight sessions each). Hence, a Didactic Unit will normally last between three and four weeks depending on the subject matter, planned tasks, pupils' response and pace, etc.

Following the guidelines provided by the Andalusian Autonomy (Consejería, 2019) a Didactic Unit for Primary Education must include the following sections: objectives, contribution to key competences, contents, assessment criteria, assessable learning standards, performance indicators, methodology, lesson plan, evaluation (assessment procedures and tools), attention to diversity. All these key points are described and specified in detail in the Order of the 17th of March of 2015 that develops the Primary Education curriculum in Andalusia (Consejería, 2015).

The objectives established in the FL curriculum are proposed to be achieved during the whole stage of Primary Education and describe what to teach and what pupils will be able to do. They are attainment targets, related to the development of communicative competence and the four language skills. The four first objectives are related to language skills; objectives 5 and 8 are related to learning how to learn, and the development of learning strategies; objectives 6 and 7 are connected with attitude; objective 9 is related to the linguistic competence, phonology, pronunciation, vocabulary and the basic language elements for communication.

With regard to the contribution to the key competences, they might be defined as a combination of practical skills, knowledge, motivation, values, attitudes, emotions and other social and behavioural components that are worked together in order to develop the learner as a whole person. There are seven basic key competences in the Primary Curriculum, as it is stated in the Order ECD/65/2015, 21st January: Linguistic Competence, Mathematic and Basic Competences in Science and Technology, Digital Competence, Learning to Learn, Social and Civic Competence, Sense of Initiative and Entrepreneurship and Cultural Awareness and Expressions. The didactic proposal must include a description of the contribution of the lesson plan to the development of these competences.

The contents are divided in four blocks according to each of the four skills (listening, speaking, reading and writing) and different abilities. The contents might be described as a “combination of knowledge, abilities, skills and attitudes which contribute to reach the objectives and the acquisition of the competencies” (MECD, 2014, p. 1).

The assessment criteria describe what is going to be evaluated and what the learner has to reach concerning knowledge and competencies. They reflect what learners must reach in each subject.

The assessable learning standards specify the assessment criteria and describe the learning results as what the learner has to know, comprehend and know how to do. They must be observable, measurable and assessable to indicate that the goal has been reached.

The performance indicators describe a more specific assessable outcome that derives from the objectives, the assessment criteria and the assessable learning standards. They represent what learners have to perform in order to overcome the course.

Concerning the methodology, it must describe the main methodological principles and techniques that the teacher is going to put into practice during the course. The Order of the 17th of March of 2015 (Consejería, 2015) includes several methodological orientations and activities.

In the lesson plan we will find the development of each of the sessions and activities that will be carried out during the didactic unit. As it was described above, each session lasts sixty minutes, and the Didactic Unit will be composed of around eight sessions.

In the evaluation section we will find a description of the assessment procedures and tools that will be introduced. The teacher will use them to assess the students' learning process.

Regarding the attention to diversity, as it was described before, a description of ordinary and different from ordinary measures must be included. The ordinary measures will be aimed at the whole group and the measures different from ordinary to those learners with special needs.

Moreover, when designing a didactic proposal, we must reflect how students learn. In this manner, we should avoid using too old-fashioned methodologies focused on the teacher that apply repetition of grammar drills and do not foster neither communication and interaction nor group and autonomous work. At this point, we might analyse the Dale's *Cone of learning* (1969, as cited in Davis and Summers, 2014, p. 2) to reflect about the design of the lesson plan (figure 1).

- Figure 1:

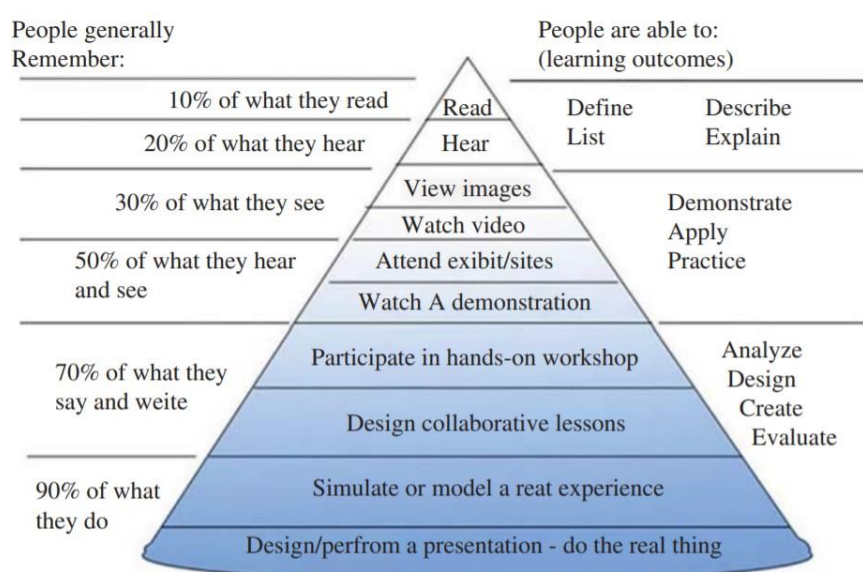


Figure 1. Dale's Cone of learning (Davis and Summers, 2014).

As we can see, the more we move towards the base of the cone, the more effective the learning process will be. Thus, accounting for these principles, we must design learning experiences that involve participation, collaborative work, practice communication in real contexts, activities that imply the exposure to authentic materials and promote presentations and performances. In the same direction, we can analyse the wide variety of learning taxonomies which reflect the different stages that a teacher should follow to help learners to reach a significant, deep and durable learning (del Moral, 2012, p. 423) (table 1).

- Table 1:

Bloom's Cognitive Taxonomy (1964)	Anderson et al.'s taxonomy (2001)	Shulman's taxonomy (2004)
Knowledge	Remember	Engagement/Motivation
Comprehension	Understand	Knowledge/Understanding
Application	Apply	Performance/Action
Analysis	Analyse	Reflection/Critique
Synthesis	Evaluate	Judgement/Design
Evaluation	Create	Commitment/Identity
Broudy's taxonomy (1988)	Wiggins & McTighe's taxonomy (2005)	Fink's taxonomy (2003)
Replicate	Explanation	Foundational knowledge
Associate	Interpretation	Application
Apply	Application	Human dimensions
Interpret	Perspective	Interest and motivation
	Empathy	Learning to learn
	Self-knowledge	

Table 1. My translation from Spanish of del Moral's chart (2012).

As highlighted by del Moral (2012) all these taxonomies describe a process which follows a sequence that activates a cognitive and affective process: know, recall, apply, analyse, evaluate and create (p. 424). This author underlines the role of the teacher as a designer of learning processes that moves towards the final stages of these learning taxonomies, including solve-problem and decision-making tasks that foster learners' creativity and autonomy, and avoiding superficial and temporary learning proposals (del Moral, 2012, p. 424). Therefore, paying attention to all the guidelines and components described, we should design a didactic proposal which reflect the theoretical, didactic and legal principles, but, at the same time, that provide a personalised response to a particular and unique context with specific features, that is, our classroom and our students.

5. DIDACTIC PROPOSAL

In this section all the components which shape the didactic proposal are included. First, we will start describing the main characteristics of the social context surrounding the educational centre as well as the classroom and students' features. Then, the main features derived from the legal framework will be described according to the lesson plan designed for this didactic unit. After the description of all the sessions within the lesson plan, the attention to diversity and the evaluation will be developed.

5.2. Context

This didactic unit is aimed at the Sagrado Corazón de Jesús Primary Education School, which is located in Alhendín, a village near Granada town centre. This village is quite heterogeneous. It is inhabited by medium, high and low-class families including a neighbourhood with high needs of social inclusion. We can find people who work in agriculture, in shops, in restaurants or as civil servants. The population has increased in recent years as a consequence of new residential areas and, in the same way, the school has exceeded its capacity. The village has two parks and is near the countryside, so children can easily interact with nature. Also, there is a big sports centre near the school with plenty of space to practice sports and here, children can take part in many leisure activities organised by the local government as well. In the same zone, there is a huge theatre in which sometimes children can assist in many events. At the town centre, we can find a public library where one can borrow books or find a quiet place to study.

As mentioned before, there is a neighbourhood with high needs of social inclusion. The local government is trying to increase the inclusion and participation of the people from this area creating job opportunities and offering an education in equality. There is also a low percentage of people from other countries, being mostly from Morocco and Latin American countries. All these differences are present in the school context within an atmosphere of tolerance and respect.

The school is quite old and recently reformed as an answer to the increasing demand of new families. There are groups of infants and primary education until 12 years. The school counts on thirteen groups of pre-school, three groups of 1st course, four groups of 2nd and 3rd course, three groups of 4th course, and four groups of 5th and 6th course, with a number of 25 students per class.

The classes are well illuminated and old, sometimes with little space to move around or including book corners and students' works. Other spaces we can find are the gym, the canteen and two big playgrounds.

Despite being a bilingual school, it does not include a specific English class. It would be interesting to include a variety of materials and students' works, books, etc. Another option is to create an English corner in the classes that English students can decorate, display their work and take materials and resources. That way, we will increase student's motivation and participation.

The students' families show high interest in the school activities and always try to take part at different levels because they do not have much time due to work. The school keeps a fluent contact with families through different channels.

There are twenty five students in the class, thirteen boys and twelve girls. They are different but, at the same time, they share a great curiosity, the ability to be surprised, the joy in playing, etc. Thus, we can observe a rich diversity inside the class, and all pupils contribute to enrich the classroom. In this direction, there are two students who show special educational needs. One of them presents Oppositional Defiant Disorder (ODD) and sometimes he defies authority, breaks rules, shows an angry and irritable mood and annoys and distracts peers. However, he usually shows a high degree of participation in specific tasks, and he also is keen on collaborating with peers. Moreover, we find another student with dyslexia. She has difficulties at reading and writing, spelling, extracting the main ideas of a text, carrying out and learning sequences and concentrating problems. She also shows a high creativity and group-work organisation skills.

5.3. Legal Considerations

5.3.1. Objectives

According to the Decree 97/2015, 3rd March, which establishes the Primary Education in Andalusia, the following objectives are proposed in order to be achieved during the whole stage of Primary Education, from the first to the sixth grade. These aims are directly related with the development of communicative competence, that will enable pupils to understand and express simple messages and to cope with everyday communicative situations.

O.LE.1. To listen to and understand messages in different verbal exchanges, using the transmitted information to carry out specific tasks, which will be related to their own experiences.

O.LE.2. To express oneself and interact orally in daily simple situations, familiar to pupils, in which verbal and nonverbal procedures are used, adopting a respectful and cooperative attitude.

O.LE.3. To write texts for a variety of purposes with the support of models, about familiar topics that have been previously practised in the classroom.

O.LE.4. To read texts in a comprehensive way, related to their experiences and interests, as a source of pleasure and personal satisfaction, extracting general and specific information in accordance with a previously stated purpose.

O.LE.5. To learn how to use all the accessible tools (strategies) in a progressively autonomous manner, including new technologies, to obtain information and communicate in the foreign language.

O.LE.6. To use previous knowledge and experiences in other languages so as to favour a faster, more efficient and autonomous foreign language acquisition.

O.LE.7. Appreciate the foreign language and languages in general, as a means of communication and understanding among people from different cultures and as a tool for learning different contents with diverse cultures.

O.LE.8. To develop a receptive and self-confident attitude towards their own ability to learn and use a foreign language.

O.LE.9. To identify phonological aspects, rhythm, stress and intonation, as well as linguistics structures and lexical features of the foreign language and use them as basic elements of communication.

5.3.2. Contribution to key competences

As it is described in the Order ECD/65/2015 of 21st of January (MECD, 2015), Key Competences are “a mixture of practical abilities, knowledge, motivation, ethic values, attitudes, emotions and other social and behavioural components mobilise to reach an effective action” (p. 1).

This didactic unit contributes to the development of the following key competences through different way as it is described below:

- 1) Linguistic communication: Language is a tool to communicate and interact with others in meaningful contexts. The contribution to this competence will take place through activities which foster communication such as pair dialog, class discussion, storytelling, podcasts and group discussion.
- 2) Digital competence: Through the use of the Information and Communication Technologies (ICTs) students will learn to search, select and analyse information and to communicate. This competence will be highly fostered in this didactic unit since it is carried out through ICTs tools. Moreover, the activities involving searching for information will also contribute to the development of this competence.
- 3) Learning to learn competence: Students will reflect about their own learning process becoming aware of how they learn. This competence will be promoted through evaluation tools such as self-assessment and group assessment, and through activities such as brainstorming and mind mapping.
- 4) Social and civic competences: Students learn to coexist and respect others, being tolerant and expressing different points of view. The introduction of discussions and the opportunity of giving opinions reinforce this competence.
- 5) Sense of initiative and entrepreneurship: It is important that students be aware of their own learning process making their own decisions, using initiative and having opportunities of self-assessment. Hence, this competence will be fostered when learners make decisions in the elaboration of tasks and carry out self-assessment.

5.3.3. Contents

According to the Annex I of the Decree 97/2015, the contents for Primary Education are grouped into four blocks and are presented in sequence within each stage. The following contents correspond to levels 5 and 6. They are the basis for the contents included in this didactic unit.

Block 1. Comprehension of oral texts.

1. Distinction and comprehension of basic information from oral texts.
2. Identification of the main communicative functions.
3. Discrimination and application of stress, rhythm and intonation patterns.

Block 2. Production of oral texts: expression and interaction.

1. Practice and correct use of messages according to the context.
2. Sociocultural and sociolinguistic aspects.

Block 3. Comprehension of written texts.

1. Identification of the general meaning and ideas of short and easy contextualised texts.
2. Identification and comprehension of different types of texts.

Block 4. Production of written texts: expression and interaction.

1. Writing of short and easy creative texts in paper and digital format.
2. Use of linguistic resources following a given model.

5.3.3.1. Common contents

In this section, the contents relating to linguistic and grammatical elements that will be addressed during the didactic unit will be included. In the same way, the mediation formulas according to the CEFR (CoE, 2018) that the pupils will use and the sociocultural and sociolinguistic elements that will be treated through the lessons are also reflected (table 2).

- Table 2:

Sociocultural & Sociolinguistic elements	Mediation	Vocabulary	Grammar	Phonetics
Texting in different languages. Cyberbullying	Initiating, maintaining and closing simple conversation. Collaborating in simple, shared tasks.	Internet Social network Cyberbullying Feelings	Conditionals Must / mustn't	/'saɪbər/ cyber /aɪ/ right /aɪ/ like /'peɪmənt/ payment /eɪ/ safe /eɪ/ mail

Table 2. Common contents that will be addressed in the didactic unit.

5.4. Assessment Criteria, Assessable Learning Standards, Performance Indicators

In this section are included the main assessable elements which will be taken into account through the development of this unit as it is described in the Order 17th March 2015 (Consejería, 2015) (pp. 502-522). In the following table (table 3) appears the relation between these elements.

- Table 3:

Assessment Criteria	Assessable Learning Standards	Performance Indicators
Identify and distinguish the main communicative functions inside a text and conversation.	Understands what is said in simple and usual conversations.	Identifies the main communicative functions from a text or a conversation about the safe use of the internet.
Understand and recognise the basic syntactic structures and vocabulary related with daily routine and express interests, experiences.	Understands the essential information in brief and simple conversations in which it takes part about familiar topics.	Understands and recognises the basic syntactic structures and high frequency vocabulary related to the safe use of the internet.
Take part in face-to-face conversations or by technological media to exchange information.	Takes part in an interview.	Takes part in face-to-face conversations or using technological media about the safe use of the internet.
Know and apply the basic strategies to produce brief and simple monologues and dialogues to describe its daily routine.	Does brief and simple presentations previously prepared and practised about topics of the daily routine of its interests.	Knows and applies the basic strategies to produce brief and simple monologues and dialogues to present his/her project.
Identify the general sense and the main ideas of a brief	Understands the essential from brief and well-structured stories.	Identifies the general sense and the main ideas of a brief

and simple text with the aid of consultation elements.		and simple text about the safe use of the internet.
Write written texts according to the most frequent communicative functions.	Writes brief, simple and personal texts speaking about something.	Writes written texts about the safe use of the internet.

Table 3. Assessment criteria, assessable learning standards and performance indicators.

5.5. Lesson plan template

Students access many digital tools and applications introducing personal data and sharing information. They must be aware how to avoid dangerous situations like cyberbullying or the theft of personal data and how to share with care. As a final task, students will search for measures and tips to access the Internet and to share information cautiously to record a podcast about their findings.

-Table 4:

Didactic Unit Title	Stay Safe
Topic	Sharing with Care
Level	6 th course
Sessions	8
Timing	60' (per unit)

Final Task	Stay Safe podcast
Interdisciplinary elements	Social science
Cross-curricular elements	Education for tolerance and internet safety

Table 4. Main features of the didactic unit.

- Table 5:

Session 1	
Objectives	O.LE.1., O.LE.2., O.LE.3., O.LE.5., O.LE.9.
Outcome	Extracting and discussing the main ideas about the use of the internet and social media and sharing them with peers.
Contribution to the final task	Extracting main ideas about the use of the internet and social media.

Warming-up	-<i>Classcraft quiz</i>. Each student created their avatar at the beginning of the course using the Classcraft application. Furthermore, each student belongs to a group to work collaboratively using the app. All didactic units start with a Classcraft quiz in which students review previous concepts. -<i>Internet and social network discussion</i>. The whole group with the teacher as prompter and organiser will discuss the use of the internet and social network. The teacher will introduce topics such as correct use and privacy and will promote the participation of all students.
Development	-<i>Song</i>. Pupils will listen to a song about the use of the internet and social media. The link to the song will be provided by the teacher. -<i>Pre-listening: Guessing activity</i>. Learners will look at the song's title and some key words to predict the song topic and the content. -<i>While-listening: Bingo</i>. Students will make a grid filled with nine words. Then, they will cross out the words appearing in the song while listening to it. -<i>Post-listening: Brainstorming</i>. The whole group will discuss and give ideas about the topic of the song. There will be an open thread in an online forum where pupils could share and discuss the main ideas. The teacher will write a model as forum's opening.
Cool-down	-<i>Jazz chant to practise vocabulary, stress and intonation</i>. Learners will listen first to the teacher as a model. Then, the students will repeat part by part after listening to the teacher. Finally, pupils will do it by themselves. -<i>Homework</i>. Learners will add the key ideas to their portfolio.

Table 5. Development of session 1.

- Table 6:

Session 2	
Objectives	O.LE.1., O.LE.2., O.LE.3., O.LE.5., O.LE.9.

Outcome	Listening, selecting and sharing information.
Contribution to the final task	The information selected will be used in the recording of the podcast.
Warming-up	- <i>Vocabulary game: Steppingstones.</i> Students will choose the word which does not fit in a group. The correct answers allow crossing the river stepping over the stones.
Development	-<i>Video watching: Cyberbullying.</i> Pupils will watch an online video about cyberbullying. -<i>Pre-watching activity.</i> Students will predict the topic of the session by watching images shared online. -<i>While-watching: Selecting key ideas.</i> Learners will select the main ideas from the video while watching it. As in the previous session, there will be an open thread in an online forum where pupils could share and discuss the main ideas. The teacher will write a model as forum's opening. -<i>Post-watching: True or false game.</i> Students will answer questions about the video by sending an emoticon of a thumb up when the answer is correct and an icon of a thumb down when it is false.
Cool-down	-<i>Stress and pronunciation game.</i> Pupils will practice stress and pronunciation by matching words with drawings. These drawings are dots represent words' syllables and stress. -<i>Homework.</i> Learners will add the key ideas to their portfolio.

Table 6. Development of session 2.

- Table 7:

Session 3	
Objectives	O.LE.1., O.LE.2., O.LE.4., O.LE.5.
Outcome	Reading and comprehending written texts to express and share ideas. Reflecting and organising and connecting ideas.
Contribution to the final task	Extracting information and organising the ideas which will be used in the recording of the podcast.
Warming-up	- <i>Matching game</i> . Students will match pictures representing key ideas with words.
Development	- <i>Group reading: How to be safe</i> . Pupils will read in groups an online text about measures to consider when accessing the internet. Each group will share ideas in a forum. - <i>Pre-reading: Warming-up activity</i> . The words and ideas of the warming-up activity will introduce the reading. - <i>While-reading: Group reading</i> . - <i>Post-reading: Mind Map</i> . After reading and sharing ideas, each group will make a mind map collaboratively.
Cool-down	- <i>Sharing ideas</i> . The whole group will share and discuss the ideas included in the mind maps. - <i>Homework</i> . Learners will add the key ideas and the mind map to their portfolio.

Table 7. Development of session 3.

- Table 8:

Session 4	
Objectives	O.LE.2., O.LE.3., O.LE.4., O.LE.5., O.LE.7.
Outcome	Reading and comprehending written texts to extract information and share ideas. Writing texts creatively.
Contribution to the final task	Collecting information and practicing language formulas useful for the recording of the podcast.
Warming-up	- <i>Cyberbullying discussion</i> . The whole group will discuss what cyberbullying is and share experiences and ideas. This will introduce the topic of the next activity.
Development	- <i>Storytelling. Real cyberbullying stories</i> . Students will read aloud brief online texts about cyberbullying. - <i>Retelling stories</i> . Pupils will retell in groups one of the stories in a forum. The teacher will open the fora with a brief written text as a model. - <i>Creative writing. Haiku poem</i> . Learners will write a Haiku poem.
Cool-down	- <i>Voting the best poem</i> . Students will share their poems and then, they will vote for the best one. - <i>Homework</i> . Pupils will send a recorded version of the forum text to the teacher. They will also add the forum contribution and the poem to their portfolio.

Table 8. Development of session 4.

- Table 9:

Session 5	
Objectives	O.LE.1., O.LE.2., O.LE.4., O.LE.5.
Outcome	Searching, selecting, and sharing information.
Contribution to the final task	Extracting information and practicing language formulas useful for the recording of the podcast.
Warming-up	- <i>Kahoot game</i> . Learners will make an online test to review key concepts.
Development	- <i>Researching about sharing information in a safe way</i> . Students will search for information in a link provided by the teacher. - <i>Speaking about findings</i> . Pupils will speak in groups about the findings in a closed online group with the teacher as observer and resource.
Cool-down	- <i>Putting ideas together</i> . All groups share with their peers the key ideas. - <i>Homework</i> . Learners will add the key ideas to their portfolio.

Table 9. Development of session 5.

- Table 10:

Session 6	
Objectives	O.LE.1., O.LE.2., O.LE.3., O.LE.5., O.LE.6.
Outcome	Making decisions about one's own work. Sharing ideas with peers. Writing brief texts using previous information. Using language creatively.
Contribution to the final task	The written contents will be used for the recording of the podcast.
Warming-up	<i>-Introducing the final task: Recording of a Podcast about the safe use of the internet and social media.</i> Students will listen to the explanation of the final task. They will record in groups a podcast with the information collected through the unit.
Development	<i>-Collaborative Writing.</i> <i>-Pre-writing: Group brainstorming about the podcast contents.</i> Each group will discuss the contents of the podcast. <i>-Writing: Starting to write the podcast text.</i> The groups will start writing the contents of the podcast. <i>-Post-writing: Group discussion.</i> The whole group will discuss the podcast contents in a forum introduced by the teacher.
Cool-down	<i>-Creative calligram.</i> Pupils will design a creative calligram using vocabulary or utterances from previous lessons. <i>-Homework.</i> Learners will add their calligram to their portfolio.

Table 10. Development of session 6.

- Table 11:

Session 7	
Objectives	O.LE.2., O.LE.3., O.LE.5., O.LE.6., O.LE.8., O.LE.9.
Outcome	Writing brief texts and utterances with a purpose. Reading and practicing pronunciation, stress, rhythm and intonation.
Contribution to the final task	Writing the contents of the podcast. Recording the podcast.
Warming-up	- <i>Checking progress.</i> Students will ask possible doubts and queries.
Development	- <i>Finishing to write the podcast text.</i> Pupils will finish writing the podcast content with the teacher's help. - <i>Starting to record the podcast.</i> All groups will start to record the podcast.
Cool-down	- <i>Class discussion.</i> The whole group will discuss issues concerning the contents of the podcast and the use of language. - <i>Homework.</i> Learners include in the portfolio a summary of the linguistic elements which might be important to review.

Table 11. Development of session 7.

- Table 12:

Session 8	
Objectives	O.LE.2., O.LE.4., O.LE.5., O.LE.6., O.LE.8., O.LE.9.
Outcome	Using language to express ideas. Practising pronunciation, rhythm, stress and intonation.
Contribution to the final task	Recording of the podcast.
Warming-up	- <i>Reviewing main points.</i> The whole group will review aspects related to language and content.
Development	- <i>Finishing the recording of the podcast.</i> The groups will finish recording the podcast.
Cool-down	- <i>Group assessment rubric.</i> Each group will fulfil a rubric assessing their work as a group.

Table 12. Development of session 8.

5.6. Attention to diversity

One of the main aims of this unit is to foster an inclusive education applying all the necessary measures and using a variety of resources to attend the educational needs of every single student. Thereby, we will guarantee equal opportunities for all, and we will help students reach their full potential.

The educational response to cater for learners' diversity includes general and specific measures and resources. Therefore, we will promote different types of educational responses making a distinction between ordinary educational attention and different from ordinary.

Regarding general measures, we can include flexible groupings and time management, the development of syllabus design considering the features and interests of pupils, the use of collaborative learning for heterogeneous groups, reinforcement activities, extension activities, personal and group tutorials to encourage the participation of pupils in a safe and comfortable environment. The extension activities will be aimed at fast finishers and the reinforcement activities at those students who require extra support.

In addition to the support of the therapeutic pedagogy teacher (when possible and necessary), we can apply specific measures that include different proposals and modifications in the organisational curricular elements suitable for the pupils' particular features. For instance, non-significant curricular adaptations and significant curricular adaptations, always prescribed and elaborated by the therapeutic pedagogy teacher.

Regarding the students with special educational needs mentioned above and following the Autonomous Government's recommendations (Consejería, 2008, 2017), a number of specific measures will be applied (table 13).

- Table 13:

Common Measures
To prevent distractions and to control visual and auditory stimuli.
To include his/her in a calm and empathetic group to carry out the proposed tasks.
To pay attention to his/her positive contributions in order to foster his/her self-esteem and praise his/her work.
To supervise his/her work from time to time and to give orientations if necessary.

The activities and tasks must be short (10-15 minutes), sequenced, well-explained and using visual materials.	
ODD student	Student with dyslexia
To establish classroom rules which can be easily seen through the use of pictograms. His inclusion in a quiet and not too numerous group. To assign some sort of responsibility.	Never ask her to read aloud or to write on the board without previous preparation. Her inclusion in the most competent group in order to make her feel that her contributions are taken into account. To be flexible with her writing mistakes. To use techniques that facilitate vocabulary learning and memorisation. To use wall charts and vocabulary banks as well as colour-coding.

Table 13. Ordinary and different from ordinary attention to diversity measures.

Some of these measures should be adapted to the online environment in which this unit is developed. Therefore, we could use online resources such as Assistive Technology to help students to comprehend and produce oral and written texts. In this direction, Phayer (2007) describes the assets of ‘TextHelper’ as a valuable tool to help students with specific educational needs (p. 45). With this software, students will access vocabulary support, translations, listening of written texts, coloured words and syllables, etc.

5.7. Evaluation tools and procedures

The evaluation must be inclusive and flexible to adapt to our pupils’ learning styles and features. Thus, we must use all the tools and resources available, apart from written exams and adapt them when needed. Some of the tools and procedures that will be applied considering the Autonomous Government recommendations (Consejería, 2020, pp. 3-6) are:

We could start paying attention to the daily observation of students’ work in class. We must know what to observe at every moment. Furthermore, we must pay attention to many aspects such as the interaction with others apart from the acquisition of contents.

The evaluation of notebooks is another element to consider when evaluating students’ work. How students organise the information, the inclusion of the requested contents and activities, etc.

The rubrics are a valuable tool for both teacher and learner. They give pupils a clear image of what is required, helping them to reflect on their learning process and developing their learning to learn competence. In the same direction, self-assessment rubrics are another option that will allow students to assess their own work.

The control lists are an element that we can usually find among teachers' evaluation tools. They can include a register of the student's performance regarding activities, the four skills, etc.

With the portfolio, pupils can keep a register of their activities and tasks as a record of their work and progress. In addition, they will have the opportunity to revise it when they need to.

The anecdotal records can be used to register whatever significant event that we observe such as specific behaviours and thus, to have a record of the classroom development. This information can be useful to know our students better and to select and design activities. Being positive and objective, and using descriptive language are also important.

To evaluate the students' performance in this unit, besides the pupils' observation and the register of the development of the activities, two rubrics will be introduced. One of them will evaluate the final task and another one will include the students' self-assessment.

5.7.1. Evaluation of the key competences

The evaluation will include the assessment of the key competences as it is established in the Order of the 17th of March of 2015 (Consejería, 2015, p. 27). Thereby, it will be evaluated how students manage themselves in a variety of contexts through varied activities and tasks that involve resolution of problems and that are near real contexts. Furthermore, the evaluation of the key competences will be integrated with the evaluation process taking into account the students' knowledge, skills, attitude and values and how they display these elements in meaningful activities and tasks. The levels of performance of the competences will be evaluated through rubrics and observation diaries, taking into account the attention to diversity principle (Consejería, 2015, pp. 27-28).

5.7.2. Grading

The grading will consider the relation of the learners' performance regarding the four skills and the participation with the activities and tasks completed through the lessons (table 14).

-Table 14:

	Fora	Group reading	Collaborative Writing	Classroom activities	Group work	Final task	Score
Listening				20			20
Speaking	5			10	5		20
Reading	5	5		5		5	20
Writing	5		5	5		5	20
Participation	3	3	3	4	3	4	20
						TOTAL	100

Table 14. Grading.

5.8. Timing and sequencing

This didactic unit will be introduced in the third term of the course, specifically during May, starting the first week and ending the fourth week of this month (three hours per week the first and the second weeks and two hours the last week, being a total of eight hours).

6. CONCLUSION

This proposal has as its main objective to apply activities and tasks which provide opportunities for meaningful communication within a motivating context. In this direction, involvement and participation of students should be fostered, paying attention to the affective dimension. To achieve this objective, internet and digital applications were approached as elements which are near learners' real life interests. In addition, high frequency vocabulary and utterances were applied to give students the tools to be competent in communication. On the other hand, this project has not been put into practice in a primary school, so we must keep in mind that when implementing it, we would need to make changes to adapt it.

Regarding online teaching and learning, we must consider the specific situation that surrounds that kind of environment such as the COVID-19 pandemic. Hence, we as teachers must be prepared for all kinds of contexts and adapt our methodology to help learners to acquire all the competences needed. Furthermore, the ICTs play a main role in young people's life, so it is essential to introduce them in the pedagogical practices together with more traditional and

also valuable methods. Nevertheless, the role of face-to-face teaching and learning is paramount in this stage of education considering the affective dimension as well as in language learning.

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8. APPENDIX

Sharing with care

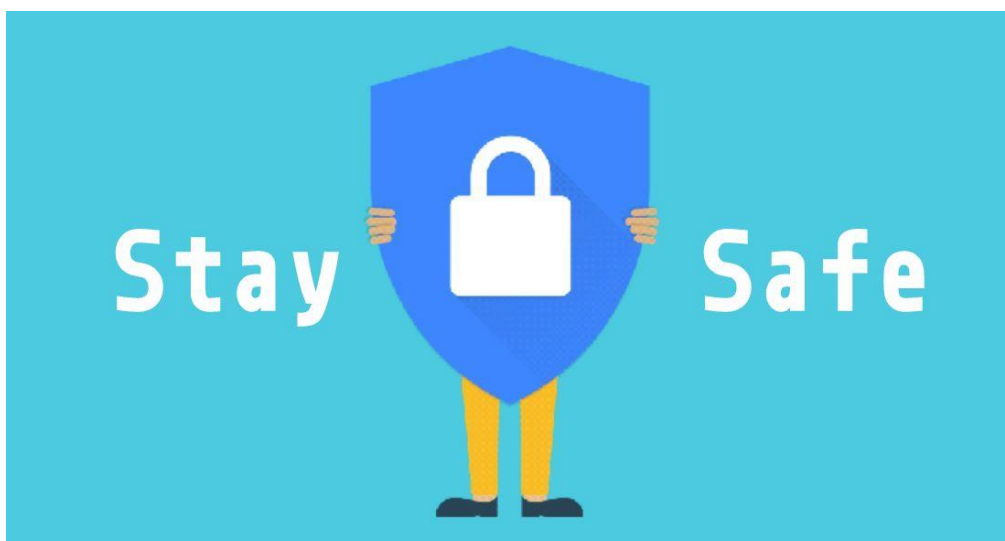


Image retrieved from Google Images.

Didactic Unit - English

6

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Image retrieved from Google Images.

1 Classcraft quiz. Access Classcraft using your avatar and complete with your team the open quiz. How many things can you remember?

Link: <https://www.classcraft.com/es-es/>



Image retrieved from Google Images.

2 Click on the link and connect with your class. Let's talk about the internet and social networks. How much do you use them? Which social network do you use? Do you share your personal data?

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

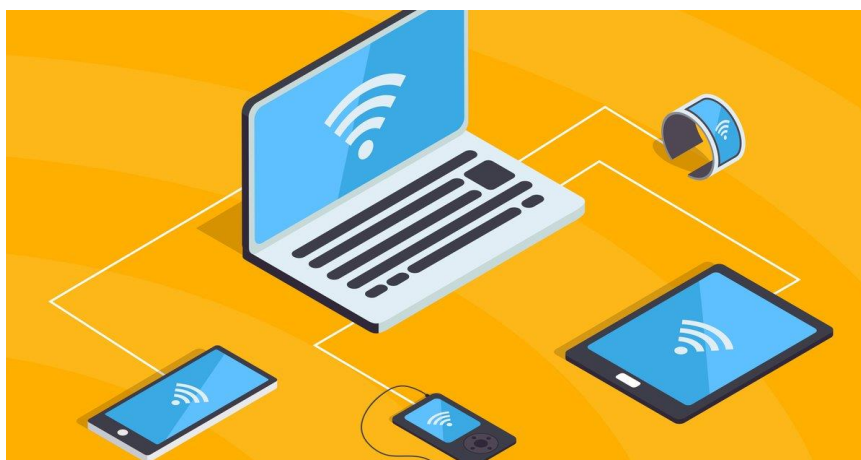


Image retrieved from Google Images.

3

a Click on the link and look at the song title. What do you think the song is about?

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

b Listen to the song and cross out the words from the grid.

SHARE	MAIL	APP
SAFE	CARE	CONNECT
SOCIAL-NETWORK	INTERNET	LIKE

c Brainstorming. Click on the link and access the discussion. What is the topic of the song? Which main ideas can you remember?

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

d Access to the classroom forum and share your ideas with your mates following the teacher's example. Comment your partners' ads.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

4 Do you know jazz chants? Listen to the teacher and repeat. Then try to do it with your mates. Do you accept the challenge?

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>



5 Add the main ideas from the forum to your portfolio.

1 Stepping Stones. Choose the word that doesn't fit on each row of stones and try to reach the other bank!

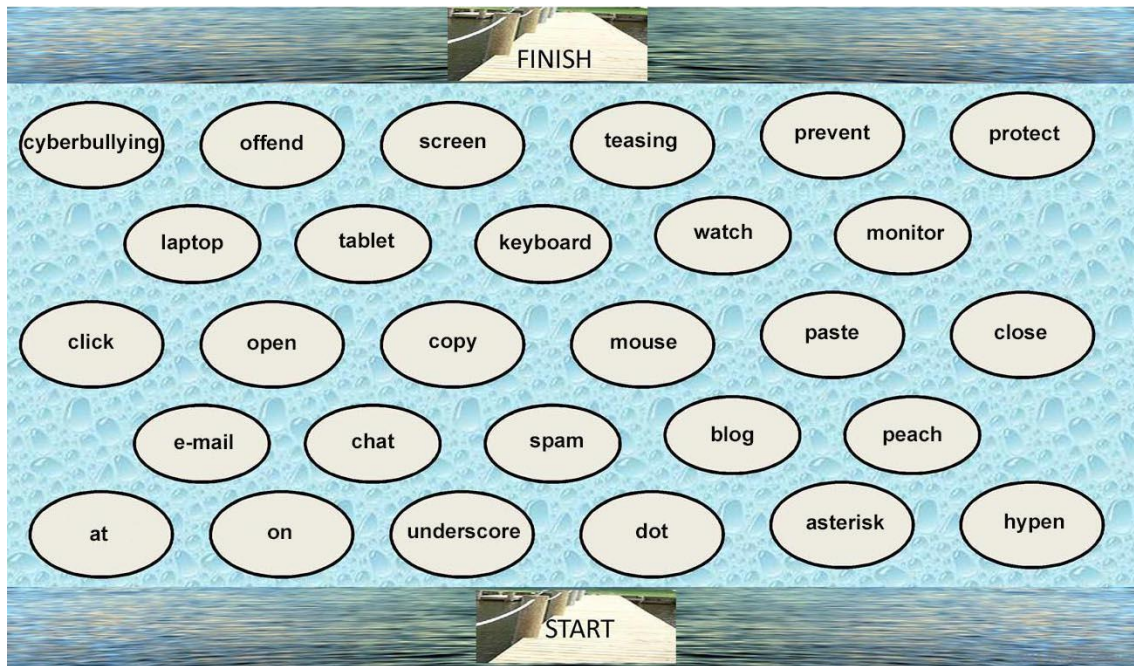
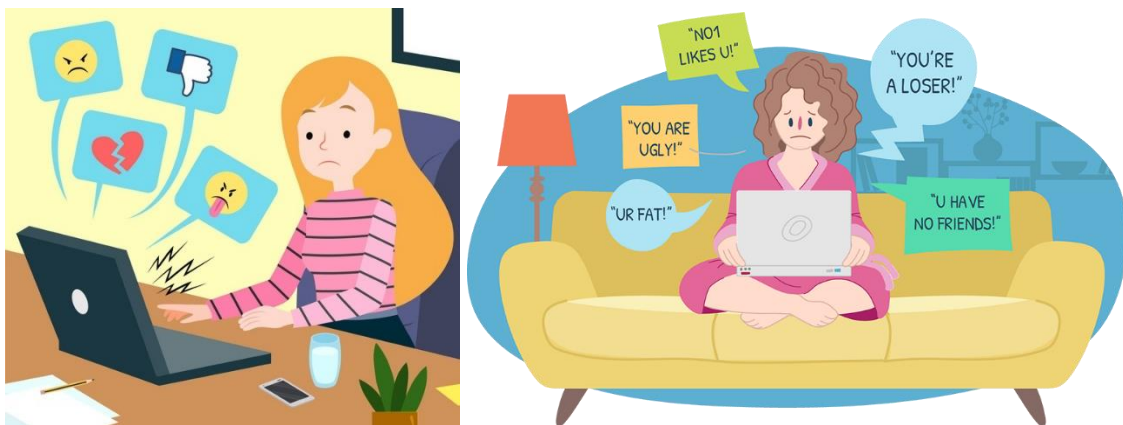


Image retrieved from Google Images.

2 Look at the following images and share ideas with your mates.



Images retrieved from Google Images.

3

a Click on the link and watch the video. Write down the main ideas while watching it.

Link:

https://www.youtube.com/watch?v=ROHOSfH6Ess&list=PL8yiQrpYx0m5A-tcyZ5y7YHgGStLy_di6

b True or false. Look at the sentences shared by the teacher and send a  when you think the sentence is true and a  when you think the sentence is false.

c Access to the classroom forum and share your ideas with your mates following the teacher's example. Comment your partners' ads.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

4 Match each word with the dots pattern according to the number of syllables and the stressed syllable.

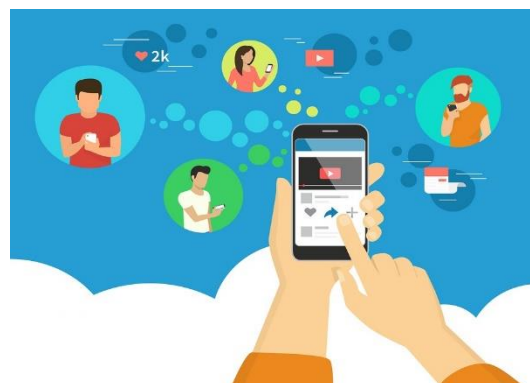
share – at - keyboard – prevent – internet – mail – laptop – bullying

5 Add the key ideas from the forum to your portfolio.

1 Match the words with the images. What do you think they represent?

password – privacy - data theft – payment – share – spy



Images retrieved from Google Images.

2 Group reading. Click on the link and read the text. Then, share ideas with your group mates.

Link: <https://kidshelpline.com.au/teens/issues/staying-safe-online>

3 Make a mind map with your peers using the information from the text. Use the 'Mind Mup' app.

Link: <https://www.mindmup.com/>

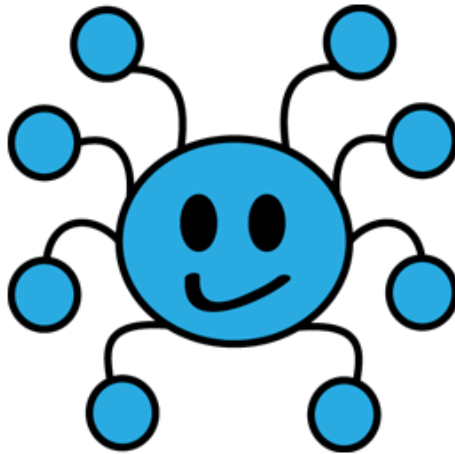


Image retrieved from Google Images.

4 Click on the link and access the discussion. Share your mind map with your mates.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

5 Add the main ideas and the mind map to your portfolio.

1 Click on the link and access the discussion. Share your experiences with your mates. How can we avoid cyberbullying?

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

2 Storytelling, real cyberbullying stories. Click on the link and read aloud the stories.

Link: <https://kids.kaspersky.com/parents/p-cyberbullying/>

3 Now, access the classroom forum and retell one of the stories. Follow the teacher's model.

4 Look at the following Haiku poem. It is a genre of Japanese poem of three short unrhymed lines. They usually refer to scenes from nature or everyday life. Now, release your creativity and write your Haiku poem.

*"Beautiful sunrise
On a warm summer morning
I wait for day's start".*

Retrieved from Familyfriendpoems.com.

5 Read the poems of your classmates and vote for the ones you like most.



6 Add your Haiku poem and the forum's contribution to your portfolio. Then, record it and send it to the teacher.

1 Kahoot! Click on the link, enter the pin code that your teacher gives you and start the test.

Link: <https://kahoot.it/>



Image retrieved from Google Images.

2

a Research with your mates how to share information safely.

Link: <https://kids.kaspersky.com/parents/p-web/>

b Click on the link and discuss your findings with your group mates.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

c Now, listen to other groups' contributions and share your findings with them.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

3 Add the main findings to your portfolio.

1 Let's prepare the final task. Click on the link and listen to the instructions.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

2

a Brainstorming. Discuss with your group mates the main points to cover on the final task.

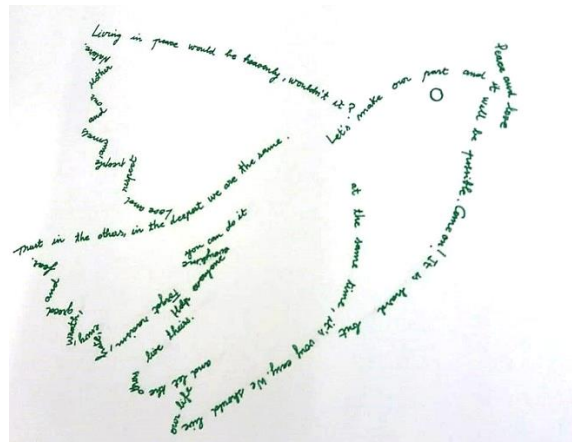
b Start writing the podcast's contents with your group mates.

C Click on the link to access to the classroom's forum and share the ideas to be included in the podcast.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

3 Creative calligram. A calligram is a drawing made of words and phrases. Look at the examples and make your own calligram.





Images retrieved from Google Images.

1 Checking progress. Click on the link and share your doubts and queries about the final task.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

2 Continue writing the podcast contents.

3 Now is time to record your ideas! Open the voice recorder and start reading the information with your group mates.



Image retrieved from Google Images.

3 Click on the link and access the classroom discussion.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

4 Add the teacher's recommendations to your portfolio.

1 Reviewing main points. Click on the link and access to the classroom discussion.

Link: <https://educacionadistancia.juntadeandalucia.es/centros/granada/>

2 Finish the recording of the podcast with your group mates.

3 Complete the group self-assessment checklist and be proud of your work.

Name:		
Group:		
Task:		
Check the following items about group-work. Then, complete the sentences.		
We finished our task on time, and we did a good job!	Yes	No
We encouraged each other and we cooperated with each other.	Yes	No
We used quiet voices in our communications.	Yes	No
We each shared our ideas, then listened and valued each other's ideas.	Yes	No
We did best at		
We could improve next time at		

-Table 15:

Final task's assessment rubric				
Criteria	4-5	3-4	2-3	1-2
Listen and comprehend messages in verbal interactions	Listens to the partners with interest and tries to comprehend doing an effort	Listens to the partners but does not comprehend all the information	Listens to the partners but does not try to comprehend all the information	Listens to the partners with little interest and does not try to comprehend
Express and interact in simple and habitual situations	Tries to express verbally or non-verbally and gives all information	Tries to express giving almost all information	Sometimes tries to express itself giving some information	Does not try to communicate correctly and nor transmit all the information
Read texts in a comprehensive way to extract information	Reads with interest and comprehend the information	Reads the information and comprehends almost everything	Reads the information with difficulties and does not asks for help	Reads the information without interest
Write texts with a previous purpose with the help of models	Writes a text correctly using all information	Writes a text with some mistakes using almost all the information	Writes a text with many mistakes using some information	Writes an incomplete text with many mistakes
Use ICTs with autonomy to obtain information	Works with ICTs and finds all the information	Works with ICTs and finds almost all information	Works with ICTs for a while and does not find all information	Does not try to work with ICTs and does not find all information

Table 15. Final task's assessment rubric.