IKTak eta Konpetentzia Digitalak

Hezkuntzan, Etengabeko Formakuntzan eta Hizkuntzen Irakaskuntzan

Berezko Tituluko Proiektua

ENGLISH FOR SCE 2 DIDACTIC PROGRAMME

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Laburpena

Graduondoko proiektu honetan, Bigarren Hezkuntzako bigarren mailako ikasleentzat zuzenduta dagoen ingelera irakasgaia lantzeko programazio didaktikoa aurkezten da (web orri honetan eskuragarri dago: http://anabellestibariz.wixsite.com/mysite). Hau, arlo ezberdinetan banatzen da:

Hasteko, programazio didaktiko hau burutzen den herrialdearen kontestua, marko linguistikoa eta hezkuntza eskaintza aztertzen dira. Bigarrenik, eskolak parte hartzen duen proiektuen azalpen labur bat egiten da. Hirugarren, dokumentu honen bi oinarriak (Heziberri eta DIGCOMP) zehatz-mehatz adierazten dira beraien osagaiak azalduz. Laugarren, programazio didaktikoa burutzeko erabiltzen den metodologia azaltzen da (diziplinarteko ikuspuntua, gela iraulia, arazoetan oinarritutako ikaskuntza, ikaskuntza kooperatiboa, ikasten ikastea, IKTen erabilera, pentsamendu bisuala eta gamifikazioa). Bosgarren, programazio honetan aniztasuna nola landu esplikatzen da. Hemen eduki minimoak finkatzen dira eta errefortzu ariketak, hala nola ataza gehigarriak proposatzen dira oinarrizko ikasle eta maila altuagoa agertzen duten ikasleentzat. Ondoren, helburuen ebaluazioa nola egin adierazten da. Azkenik, programazio hau osatzen duten 6 zeharkako unitate didaktikoak aurkezten dira, hauei dagokien konpetentziak, etapako helburuak, helburu orokorrak, edukiak, ariketak (hauen irakas materialekin), ebaluazio irizpideak eta ebaluazio adierazleak deskribatuaz.

Programazio didaktiko hau 79 saioetan aurrera eramateko diseinatu da. Ebaluazio bakoitzean, hiru unitateetan banatzen den gai bat jorratuko da, arazo bat azalduaz, ebaluazio amaieran produktu bat garatzeko. Dokumentu honetan sarrerako unitate bat ere proposatzen da, ikasleak kurtso honetan garrantzitsuak diren elementuetan trebatzeko.

Proiektu honen helburua Bigarren Hezkuntzako bigarren mailan Ingelera irakasgaia lantzeko eraginkorra den programazio didaktiko bat sortzea da.

Index

CHAPTER 1

Introduction

This didactic programme for the subject of English as a Foreign Language is thought to be carried out on the Second year of Secondary Compulsory Education (CSE) and it has been designed to serve as a tool to help in the teaching-learning process (it is available in the following web page: http://anabellestibariz.wixsite.com/mysite).

It is based on the Heziberri Decree 236/2015 of the 22nd December, which establishes the curriculum for Compulsory Secondary Education in the Basque Country, especially in the part devoted to foreign language. It is also grounded on DIGCOMP framework, the Digital Competence Framework published by the European Commission, which aims to facilitate the development and understanding of digital competence in Europe. Thus, in the present document, students learn the foreign language while working with Information and Communication Technologies taking into account their diversity and providing them with the tools and knowledge to develop the necessary abilities that ensure their personal and social development.

On the one hand, if we want our students to be integrated into an international society, we must make sure they give our subject the importance it has in our current society. In fact, the foreign language is to be valued both as a tool and as a means of communication, in order to enable the relationship with people from other cultures and countries, accepting differences and excluding bias.

Taking into account that being able to speak and write in at least one foreign language has become compulsory nowadays, the aim of this didactic programme is to prepare students to speak, write and understand English. This is done through the communicative approach, developing the students' communicative skills and abilities required to become competent in any possible situation of modern life. This way, they get to know and understanding themselves, the group the they belong to and the world they live in, as well as learn to act autonomously and as responsible citizens by working on different social issues present in the didactic programme.

On the other hand, the digital society we live in requires new ways to access information and communicate with people. This implies a change in the education framework towards new learning environments, which are based on the acquisition of different competences and focused on students, in

order to let them discover and learn to cope with different situations, as well as reflect on their learning processes.

To satisfy this need, an education based on Information and Communication technologies has proved to provide a new dimension of possibilities that come to terms with the new necessities of education contexts. In fact, the use of ICTs in daily teaching can help students develop the competences needed for the current globalisation, since it motivates students to retreat from passive listening and become more active, help them develop their skills, widen their knowledge and information, as well as ensure a meaningful education.

This didactic programme is divided into the following sections:

First, it analyses the context analysing the location, the linguistic framework and the educational offering in which this didactic programme takes place. Second, there is a brief explanation of the school projects where the school takes part. Third, it explains in detail the main stand points of the didactic programme mentioned before. Fourth, the methodology used to implement the programme is presented (The interdisciplinary approach, Flipped Classroom, Problem-Based Learning, Cooperative Learning, Learning to Learn, use of ICTs, Visual Thinking and Gamification). Fifth, there is an explanation of how diversity in class is treated, establishing the minimum contents as well as proposing reinforcement activities for basic students and optional activities for plus students. Next, it describes the evaluation of the objectives that are achieved through formative evaluation, the exam (after receiving the required input in the three previous units) and the group project at the end of each term.

Finally, the 6 transversal units that constitute this didactic programme are portrayed, describing the Competences, Level objectives, Specific Objectives, Contents, Exercises (accompanied by the corresponding Teaching Materials), Assessment Criteria and Assessment Indicators, highlighting the minimum contents. This document entails 3 term-topics, each of them evenly divided into 3 related units with a problem and a task to carry out. It also proposes an introductory unit to acquaint students with some important elements in this course. Thus, in the introductory unit, students get acquainted with some content consolidation techniques used in the course. In the first term, students are exposed to the world of Internet, where they analyse their Personal Learning Environments, Internet dangers and Netiquettes. The three units of the second term aimed at developing social awareness on the negative consequences of three important stereotypes present in society: body image, gender and school stereotypes.

The programme is based on the use of specially designed materials together with materials obtained from the Internet (specified in the bibliography), to reach the demands of the curriculum for CSE in the Basque Country and the DIGCOMP framework.

The main aim of this didactic programme is to provide an efficient didactic programme that can be implemented when teaching the English subject to students in the second year of Compulsory Secondary Education.

Objectives of the project

As mentioned before, the main aim of this didactic programme is to provide an efficient didactic programme that can be implemented when teaching the English subject to students in the second year of Compulsory Secondary Education. This programme must ensure students obtain skills, while learning the foreign language, that are necessary for their integral development in order to become critical, tolerant and autonomous citizens adjusted to the present society's needs. It also needs to offer tools and strategies for a life-long learning, which conveys the confident and critical use of ICTs for learning, self-development and participation in society.

This is achieved through preparing students to use technologies in their daily life which involves the normalisation of the use of ICT in the classroom. Thus, students are motivated to develop strategies to find relevant information, select appropriate tools for specific tasks, use tools to communicate and collaborate with others, publish and present information with multi-media features.

It is also obtained providing students with real situations handled through cooperative learning (where they negotiate, solve problems and enrich with others' contributions), in order to guide students towards their self-fulfilment in all dimensions. This means developing study and working habits, strategies as well as rigorous thinking, and being able to mobilise and transfer the knowledge to other contexts and situations.

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Development of the project

1. CONTEXT

This school is located in a small town in Gipuzkoa, close to the city of San-Sebastian. Its population has increased gently reaching to 6.200 inhabitants this year. The fact of having the city close has attracted many young people. As regards to the language context, in 2011, 725 inhabitants out of 3.155 spoke Basque, 2.408 Spanish and 22 inhabitants out of 3.155 spoke other foreign languages. Thus, Basque speakers represented the 22.98 % of the population.

The educational offering is broad. There are two State Schools (Pre-Primary State School and Secondary State School) and two Public Schools. The Secondary State School has two buildings divided by the playground where adolescents play football, handball, basketball and ping-pong. The classes are provided with ICT services and are organized by subjects, so that students move from one class to another. All the classes are organized in small groups of 3 or 4 students, following the **Cooperative Learning** methodology present in the corresponding section. This school also offers refectory service.

The Pre-Primary State School and the Secondary State School are coordinated as the two headmasters meet every Friday. Both schools take part in many events organized to reinforce the Basque Culture (Christmas, Carnivals, Culture Week…). The teachers in SCE are also coordinated. There are department meetings and stage-meetings once a week in order to monitor students and receive training sessions. In general, there is a positive environment in the school.

2. SCHOOL PROJECTS

This school takes part in many education plans: Coexistence (project carried out to appreciate sexual diversity and gender equality), Quality in Education (aimed at improving the school in all the areas), Agenda 21 (project based on the care for the environment with the Sustainable School certificate), EKI (Integrated Basque Curriculum, based on the idea that situations are the starting point of the acquisition of basic competences, conceiving the learner as the person who uses language to achieve a specific objective), Web Education (project aimed at using ICTs in management, administration, teaching and communication processes) and the Language Project (whose aim is to teach students to strengthen motivation and positive attitudes towards the Basque language, as well as to train multilingual Basque learners on using and respecting other languages).

3. STUDENT BODY

In this school, all students are bilinguals except 2 from CSE 1st year who came to this town last year and have difficulties in learning Basque. Thus, they are taught a lower level of Basque in a specific class. This school year there are 166 students in SCE, divided in 9 groups: 2 classes in the 1st year (33 students), 3 classes in the 2nd year (56 students) and 2 classes in 3rd and 4th years (39 and 38 students). In the 2nd year of CSE there are 20 students in 2A class, 16 students in 2B class and 20 students in 2C.

4. LEGAL AND THEORETICAL FRAMEWORK

This document has two main stand points: On the one hand, the government decree of the 22nd December 2015 establishing the curriculum for Compulsory Secondary Education in the Basque Country, especially in the part devoted to foreign language. The competences, level objectives, contents evaluation criteria and evaluation indicators in the present programme are derived from those contained in the decree.

The curriculum establishes that the idea of competence has to be the backbone of the education system. It also defines two lists of competences. First, the transversal basic competences, which are the ultimate objective of compulsory studies and must be achieved with the contribution of all subjects. They are basic since they are common to many areas of everyday life and these basic competences contribute to the students' life-long learning as they help students achieve self-fulfilment and become active citizens. Second, the curriculum defines the subject competences, which must be achieved in each specific teaching area.

Basic Transversal Competences

A) Competence for Communication (verbal, non-verbal and digital): This competence involves using verbal, non-verbal and digital communication in a supplementary way in order to communicate effectively and adequately in personal, social and academic situations.

B) Competence for learning to think and learn: This means having study and working habits, strategies as well as rigorous thinking at hand, being able to mobilise and transfer the knowledge to other contexts and situations in order to organize one's learning autonomously.

C) Competence for living together: This competence implies participating with reciprocity criteria in different interpersonal, group work and community situations, appreciating in the other the same rights and obligations recognised in each one, in order to contribute to the personal as well as to the common weal.

D) Competence for initiative and entrepreneur spirit: This competence implies showing initiative when managing the entrepreneur process with resolution and effectiveness in different personal, social, academic and working contexts and situations, in order to transform ideas into actions.

E) Competence for learning to be: This is the ability to reflect upon each one's feelings, thoughts and actions produced in different situations of life, reinforcing or adapting them according to

their evaluation, in order to guide oneself, through a continuous progress, towards the person's self-fulfilment in all dimensions.

Basic Subject Competences

A) Linguistic and literary communication competence: This competence involves using written and oral texts in Basque, Spanish and in one or more foreign languages, in order to communicate effectively, adequately and respectfully in the linguistic diversity, in different life contexts. At the same time, it means developing a literary education that helps the individual knowing each one better, as well as the world that surrounds him/her.

B) Mathematical Competence: This competence implies applying mathematical knowledge to interpret, describe, explain and give answer to problems related to necessities of life, using mathematical thinking, representations and tools.

C) Scientific Competence: It is the ability to use the scientific knowledge and methodology coherently, relevantly and correctly in the interpretation of the natural systems and phenomena, as well as of the most relevant scientific-technological applications in different contexts, in order to comprehend reality through scientific evidence and to take responsible decisions in all the areas and situations of life.

D) Technological Competence: This competence involves developing and using critically technological products or systems, applying methodically and efficiently technical knowledge to understand and solve situations or to offer new products and services, communicating the results, in order to continue with proposals for improvement or to take responsible decisions.

E) Social and Civic Competence: This competence entails getting to know and understanding oneself, the group the individual belongs to and the world he/she lives in, through the acquisition, critical interpretation and the use of social sciences' knowledge. It also conveys the use of methodologies and procedures of social sciences to act autonomously as a responsible citizen in habitual situations of life, in order to collaborate in the development of a plenary democratic, solidary, inclusive and diverse society.

F) Artistic Competence: This competence conveys comprehending and appreciating critically different cultural and artistic manifestations in different time and usage contexts, in order to be aware of the importance of aesthetic factors in people's and society's life. Likewise, it entails getting to know the different artistic languages and using their codes in the production of artistic messages as a form of creative expression and communication.

G) Motor Competence: This is the ability to confront autonomously, critically, creatively and expressively the diverse situations in the motor field which concern each one and the rest, as well as the physical and cultural environment. It implies integrating the knowledge, procedures and attitudes that contribute to the development of the motor behaviour, in order to acquire the habits of doing physical activity which helps achieve corporal, psychological and emotional welfare, by means of a healthy lifestyle.

On the other hand, this document has another stand point. The Digital Competence Framework for citizens (known as **DIGCOMP**), published by the European Commission that aims to facilitate the development and understanding of digital competence in Europe. The study set out to create consensus in Europe about the components of Digital Competence and was carried out between January 2011 and December 2012. The first version of DIGCOMP (1.0) was published in 2013 and version 2.0 of the document was published in 2016. The competences, evaluation criteria and indicators concerning the use of ICTs in the present programme are derived from those contained in this framework.

The digital competence is one of eight key competences for lifelong learning which involves the confident and critical use of ICT for learning, self-development and participation in society. DIGCOMP proposes 21 individual competences which are grouped into five competence areas containing different sections:

1) Information and data literacy: It means articulating information needs, locating and retrieving digital data, information and content, as well as judging the relevance of the source and its content. It implies storing, managing, and organising digital data, information and content.

2) Communication and collaboration: It conveys interacting, communicating and collaborating through digital technologies while being aware of cultural and generational diversity. It means participating in society through public and private digital services and participatory citizenship, as well as managing one's digital identity and reputation.

3) Digital content creation: It implies creating and editing digital content in order to improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are applied.

4) Safety: It conveys protecting devices, content, personal data and privacy in digital environments, as well as being able to protect physical and psychological health. It is being aware of digital technologies for social well-being and social inclusion.

5) Problem solving: It means identifying needs and problems, and resolving conceptual problems and problem situations in digital environments. It is using digital tools to innovate processes and products.

Level Objectives

Level Objectives are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. They describe what students should achieve academically by the end of a particular grade level. The government decree of the 22nd December 2015 which establishes the curriculum for Compulsory Secondary Education in the Basque Country, presents 7 level objectives for the English subject in the second year of CSE.

1) To comprehend oral, written and audiovisual discourses coming from habitual communicative situations and suitable to the capacities and interests of the students, as well as to interpret them, in order to respond effectively to the different communicative situations.

2) To express and interact orally and in written form with certain autonomy and with a respectful and a cooperative attitude in order to respond adequately, coherently and correctly to habitual communication needs.

3) To reflect on the foreign language system and apply, with certain autonomy, the language knowledge, as well as the linguistic rules to the production and textual comprehension, in order to make a correct, coherent and an adequate usage transferring knowledge between languages effectively.

4) To enjoy simple literary written, audiovisual and oral texts, mainly bound to the oral literary tradition, in order to understand the world's cultural diversity and human condition, as well as to enrich linguistically and develop aesthetic sensitivity.

5) To get know and interpret multilingual and multicultural diversity with the help of basic sociolinguistic knowledge, in order to develop a positive attitude towards linguistic diversity valued as cultural richness. It also conveys considering the foreign language as well as languages in general as a means of communication and understanding between people with different origins, languages and cultures eluding thus, linguistic stereotypes that suppose value judgments and prejudices of all types.

6) To use, with progressive autonomy and critical spirit, ICTs to obtain information, communicate as well as to cooperate in the foreign language.

7) To reflect on the individual learning processes in order to transfer the acquired communication knowledge and strategies in other languages and subjects, as well as to boost self-regulation.

Contents

The government decree of the 22nd December 2015, presents 6 blocks of contents for the English subject in the second year of CSE.

Block 1: Content related to basic transversal competences: This block contains basic transversal competences which are common to all subjects. It includes different procedures and attitudes such as the identification of information and its evaluation, comprehension, memorisation and expression, planning, relation development and interpersonal communication, collaboration and cooperation, respect for human rights, conflict management and autoregulation.

Block 2: Oral communication (Listening, speaking, talking): This block of contents contains oral communication that entails listening, speaking and talking. These skills are present in this didactic programme as there are listening activities inside each unit and the verbal interaction of students with the teacher and their classmates is present in all the English classes. Besides, students make oral presentations of their projects at the end of each term.

Block 3: Written communication (Reading and writing): This block of contents refers to written communication that entails reading and writing. The writing skill is present at the end of each didactic unit, whereas reading is developed in this didactic programme with the presence of non-literary texts.

Block 4: Literary education: This block of content is not present in this didactic programme.

Block 5: **Reflecting on language**: In this didactic programme students reflect on language in every unit as they have to carry out projects in groups and present them orally to their classmates, after receiving the required input in the previous three units.

Block 6: Social dimension of language: This block of contents entails the appreciation of the foreign language as a means of communication, something students acknowledge when communicating with their classmates and the teacher, as well as when making oral presentations.at the end of each term.

Transversal units

Transversal units are attitudinal contents that affect students' comprehensive, social and personal development as they acquire skills that are necessary to live and progress in the current world. These contents constitute a new curriculum to enrich the experience of students, as transversal units reflect the big social problems present in the world dealing with ethics, health, technology, culture and so on.

All the units present in this didactic programme are transversal units: Which is Your PLE? (Unit 1), Watch Out! (Unit 2), Netiquettes (Unit 3), Body Image Stereotypes (Unit 4), Gender Stereotypes (Unit 5) and School Stereotypes (Unit 6). Each one is explained in the corresponding unit. By working on the different activities of these transversal units, students learn to think, appreciate and respect themselves and others, work in groups, be autonomous and take decisions, be critical and get in contact with other people efficiently.

5. METHODOLOGY

Interdisciplinary approach

Interdisciplinary approach involves the combining of two or more academic disciplines into one activity in order to engage students in significant learning, so that they acquire a deep understanding of real world issues.

This didactic programme has an interdisciplinary approach as students learn English together with other subjects included in the curriculum. In the first term they learn about technology, by acknowledging internet dangers present on the Internet, as well as correct behaviours to avoid them. In the second term, students are exposed to English as well as Social Sciences since they learn about the negative consequences of body image, gender and school stereotyping,

Flipped Classroom

The backbone of this didactic program is the flipped classroom method, where the class and homework are reversed. Say it differently, the practice problems normally completed at home are worked on in the classroom, whereas the direct instruction normally given during class time is given as homework through video lectures, reading assignments, or some other direct instruction delivery method (Szparagowski, 2014).

This method does not convey the idea that a flipped classroom is an online course. Students do not spend the entire time in front of a computer screen, videos do not replace the teacher and students do not work in isolation. On the contrary, students carry out the theoretical part at home and the traditional lecture classes are used for in-class activities, discussions, problems, and group projects.

Thus, this method involves the transformation of the teacher's role. It changes from being the "centre" presenting information students have to absorb, to becoming the "guide" who works with the students and leads them through their individual learning experiences. As Bergmann and Sams affirm, flipping the classroom establishes a "framework that ensure students receive a personalized education tailored to their individual needs" (2012, 6).

Problem-Based Learning

Problem-Based Learning is a student-centered active approach where students learn by solving problems that are, according to Shah and Othman, "carefully constructed by the teacher according to the course syllabus assigned to them" (2013, 126).

This didactic programme bases on this method with the presence of 3 problems (related to consolidation techniques, the safe use of the Internet and stereotypes) students have to solve through a task at the end of each term, after receiving the required theoretical framework conveyed in the 3 corresponding units. Thus, through cooperative work, students are motivated to integrate theory and practice and apply their knowledge to solve a defined real situation in groups. This is done following some steps the teacher gives students in the introduction of each term topic as well before carrying out the task.

Cooperative Learning

A commonly used approach in active learning is Cooperative Learning, where students organize in groups to discuss and distribute research tasks to each other. As Kagan points out, cooperative learning means constructing meaning and making learning more relevant (2009).

This approach also implies that each group member's success is dependent on the group's success, so that by means of cooperative learning, students feel part of a group, something that improves their self-esteem and attitudes towards learning.

This method is the one of bases of this didactic programme as students carry out the majority of the activities through cooperative work. They carry out group activities, discussion and group problem solving achieve a high level of cooperative learning.

As CL involves structuring classes around small groups and the 3 classes in 2nd year of CSE are formed by 20, 16 and 20 students, 2A and 2C classes are divided into 5 of 4 and 2B class into 4 groups of 4. The structure of each group is decided in the first stage-meeting and it is changed if it does not function throughout the course. Each group is formed by three types of students: a student disposed to help others, a student who needs help, and two neutral students.

Learning to learn

As Perkins and Wirth affirm, "learning is a constructive, not receptive, process where understanding comes through experiences and interaction with the environment (2008). The perception of it has shifted from being able to recall information to being able to find and use it so that the successful students must know "how to apply knowledge to new areas; integrate knowledge with other aspects of life; understand the implications of knowledge for self and others; care about learning; and learn how to learn" (2008, 10).

One of the goals of our formal educational system is to help each student develop an increasing level of expertise as independent, self-responsible, self-sufficient and motivated learner. Thus, this didactic programme bases on learning to learn in all the units which promote the development of skills in communication, teamwork and lifelong learning, especially in the online portfolio students create. Here they upload their tasks, become responsible deciding what to include and reflect on what they have done.

Use of Information and Communication Technologies (ICT)

According to the definition proposed by Nova Scotia Department of Education, Information and Communication Technology (ICT) refers to:

"the tools used to create, store, retrieve, and disseminate information (using a variety of media, among them computer-based media); data and information systems; networks; interactive telecommunications systems; curriculum software; and some forms of assistive technology. ICT also includes calculators, audio and video recordings and broadcasts; still images; and projections." (2005, 4)

Information and Communication Technologies are part of our everyday life, since computers and mobile phones with Internet connectivity have become a common household item. This digitalisation that began in classrooms with the appearance of new resources, such as the interactive whiteboard or the laptop computer, nowadays has ended on the supply of computers for all students and connectivity, opening classrooms to the outside world.

This didactic programme bases on the use of ICTs in class to carry out nearly all the activities since it has proved to ensure a meaningful learning. In fact, as Nova Scotia Department of Education highlights, ICTs provide students with more immediate and broader access to a wider range of learning

resources and their use in class facilitates students' communication, problem solving, decision making, and expression as well as helps students to manipulate information and construct meaning (2005).

Thus, nowadays ICT is a basic content in each of the disciplines that students learn at school as it is a powerful aid to learning. This didactic programme conveys the following ICTs:

● **Information tools:** In this didactic programme, the information corresponding to each unit is analysed using **Prezi**, **Slideshare** and **Genial.ly** digital presentations as well as through **Youtube** and **Vimeo** videos and specific **web pages**.

● **Tools for reflection:** On the one hand, students put into practise the obtained information using **Google Drive**, **Youtube**, **Symbaloo**, **Coggle**, **Kahoot**, **Kuaderno**, **Duolingo**, **Google Hangouts on Air**, **Genial.ly**, **Kizoa**. On the other hand, students reflect on the information found through **Wix**.

● **Sharing tools:** In the present programme students share their information with other people by means of **Google Classroom**, **Google Hangouts on Air** and **Telegram**. As regards to this last one, in spite of not being present in the Didactic Unit's section, all the class creates a telegram group in the first class in order to ask doubts and exchange information throughout the course.

Visual Thinking

Because we are constantly exposed to language, we believe thinking verbally predominates our lives. But this is not true since, as Perkins and Wirth affirm, "studies of memory and brain processed indicate that people's memories of images are far superior compared with people's memories of words" (2008, 14). Indeed, visual thinking is continuously present in our everyday lives. For example, baby who remembers her mother hid her toy under a blanket or a fashion designer who creates a new dress are thinking visually.

As visual images provide an additional means of remembering (Reed, 2010), this didactic programme conveys Visual Thinking as a technique to reinforce content in all the units.

This technique is a student-centered active approach which requires two steps. On the one hand, analytical thinking to break down complex information into single and manageable components. This is done through mind maps by showing the relationships between parts and how they come together to form a whole. On the other hand, using basic shapes and stock-figures to create meaningful pictures to transform terms into recognisable forms. This step takes us back to our pre-school years when we put out thoughts down on paper. However, a good visual thinker does not need to be an artist since what matters is the message and ideas we want to transmit.

Gamification

The concept of gamification has always existed. We apply it unconsciously in our daily routine (when we give food to babies simulating food is an aeroplane) and at school (giving points to students in challenges). It is defined as the application of game mechanics in non-game related contexts, whose

main objective is to increase participation and motivate users through the use of game elements such as points, leaderboards, and immediate feedback among other things (Figueroa, 2015).

This didactic programme entails gamification as a technique to reinforce content. Students learn by doing and by making mistakes and are motivated to do tasks that used to be boring before through the use of three gamification tools.

First, the gamification online platform **Kuaderno** is used in class to revise the grammar and vocabulary present in the different units. Second, students employ the gamification online platform **Duolingo** at home as a content reinforcement technique which is explained in the corresponding section. Finally, **Kahoot** is used in class to consolidate the content of each unit. Students create different questions with multiple answers to test students' knowledge.

6. DIVERSITY IN CLASS

The groups in the second year of CSE are heterogeneous. They consist of plus students who are beyond the objectives after years of attending private lessons, standard students who progress at the pace set by the programme, and a few basic students who have difficulties but can meet the minimum contents. These **minimum contents** are written in bold in the assessment criteria and indicators section present in the Didactic Units.

Motivation plays a great role in the acquisition of the objectives and it is convenient to offer an equal playing field through dynamic and participative procedures. Through the flipped classroom, cooperative learning, problem-based learning and learning to learn methods, the use of ICTs, as well as by means of gamification and visual thinking techniques, the teacher does not correct students directly and they are motivated to work cooperatively in the different discovery processes. Thus, students are valued equally and feel capable and comforted, key ingredients in the learning process. In fact, students who normally hold back or those whose attention wanders, engage, as they feel supported and confident to express their ideas in a safe environment.

This didactic programme proposes **reinforcement activities** for basic students and **optional activities** for plus students to do at home through the free online game **Duolingo,** a good method to challenge knowledge on grammar and vocabulary, assess progress and reinforce through repetition. When the students take the compulsory level test, they are placed in their corresponding level and assigned specific activities adjusted to their level, which gets more complex as the students move forward.

7. EVALUATION

In this didactic programme, the learning objectives are assessed each term through three procedures. First, the objectives are assessed in the group task, where students have to create, in groups, a product and present it orally (the 2nd term task does not require an oral presentation). Each group of students co-evaluates another group based on a rubric. Half of the rubric is completed by the

group that evaluates (where they evaluate the structure, content and presentation skills) and the teacher accomplishes the other half (grammar, vocabulary pronunciation and the product). The group of students is assessed out of 10.

Second, the teacher evaluates the objectives in the term test (after receiving the required input in the three previous units) with a specific writing students have to develop, taken from a real situation. The teacher evaluates the test based on a rubric. He/she assesses if the student includes the required information, if he/she uses specific grammatical structures and learned vocabulary, as well as if there are spelling mistakes. The student is assessed out of 10. The introductory unit does not have a test and the average mark of the group task is allotted to the 1st term's mark (20%).

Finally, there is also a formative evaluation that consists of home tasks, class tasks, revision of students' notebooks, as well as the portfolio, and everyday teacher's observation (evaluating students' interest, planning, behaviour, constancy and responsibility).

Marking: 40% of the marks are allotted to the test, 40% to the group task and then 20% to the formative evaluation. Depending on the mark, the student acquires a specific level in the Linguistic and Literary Communication Competence: the Initial, Intermediate or Advanced level.

Negative assessment: There is a retake test for those who fail the test. These students are given specific exercises to revise the content of the corresponding three units. Students also have the opportunity to do the product again if they fail it. A pass mark on a subsequent term makes up for any previous fails. For those students who have progressed from a previous year having failed a subject, the department sets a remedial programme to be assessed at special exams; however, a pass mark in any term of the upper course is enough to consider the previous year passed as well.

8. DIDACTIC UNITS

This didactic programme (available in: http://anabellestibariz.wixsite.com/mysite) entails 2 term-topics (with the previously explained tasks and tests at the end of each term), each of them evenly divided into 3 related units. It also proposes an introductory unit to acquaint students with some important consolidation techniques used in this course. The programme is based on the use of some specific activities from different ICT resources specified in the bibliography, combined with specially designed materials to bridge the gap with the demands of curriculum for CSE in the Basque Country.

Basic Competences, Level Objectives, Specific Objectives, Contents, Exercises – accompanied by the corresponding Teaching Materials which are specified in the bibliography section -, Assessment Criteria and Assessment Indicators are reflected through a chart. The **minimum contents** are written in bold in the Indicators section of each unit.

Subject: English

Topic: Introduction to the course. Consolidation techniques.

Level: SCE 2nd	**Sessions:** 15

Justification:

Visual Thinking (VT), gamification and learning to learn are more motivating than learning in the traditional way. Besides, they have proved to be successful techniques to consolidate content. Thus, students will become acquainted with these techniques in order to use them throughout the course.

Problem situation:

A. Context: Do you remember when we were kids? Before learning to write and read we knew how to draw and we spent hours and hours playing. Besides, our curiosity led us want to learn and know the explanation for everything. But today nearly all of us believe drawing and playing are kids' stuff. And this stressful life rarely lets us stop and reflect on the nature of things, such as how we learn something. However, when we are exposed to any content, drawing, playing and learning to learn have proved to be effective methods to ensure a deeper and a meaningful learning in any subject.

B. Problem: VT, gamification and learning to learn seem to be much more motivating than learning things by heart from traditional books. But they are new to us and they will be present throughout this course. Thus, to use them effectively, we have to know what they consist of and train on them. Are you ready to have fun when learning? Will you convince people that they are effective techniques to learn the English subject?

C. Goal: Students will acquire the basic notions of the 3 techniques by training on them, in order to gain consciousness on the need of these methods to ensure a meaningful as well as a long-lasting learning.

Task:

Students will have to present the learned techniques to the school´s teachers. For this, they will have to create a VT poster through CL describing a specific technique (VT, Kahoot, Kuaderno, Duolingo or the portfolio) and explaining why it is a good technique to use when learning. They will also have to create a Kahoot game in groups in order to know if the teachers have understood their explanations.

Basic Competences:

A. Transversal competences:

➢ Competence for communication (verbal, non-verbal and digital) (all the act.)

● DIGCOMP FRAMEWORK:

- Information and data literacy (act. 5, 7, 8, 11, 13, 14, 17, 19, 20, 22, 23, 25, 26, 28, 29, 31, task, metacognitive activity)

- Communication and collaboration (act. 5, 7, 8, 11, 14, 20, 22, 23, 25, 26, 31, metacognitive activity)

- Digital content creation (act. 7, 19, 25, 31, task, metacognitive activity)

- Safety (act. 29, 30, 31, metacognitive activity)

- Problem solving (act. 7, 19, 25, 31, task, metacognitive activity)

➢ Competence for learning to think and learn (all the act.)

➢ Competence for living together (act. 1, 2, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 18, 19, 21, 24, 27, 28, 30, 31, task, metacognitive activity)

➢ Competence for initiative and entrepreneur spirit (act. 7, 9, 10, 13, 16, 19, 28, 31, task, metacognitive activity)

➢ Competence for learning to be (all the act.)

B. Subject competences:

➢ Linguistic and literary communication competence (all the act.)

➢ Technological competence (all the act. except for discussion, cooperative class activities and Visual Thinking activities)

Level Objectives:

✓ To comprehend oral, written and audiovisual discourses coming from habitual communicative situations and suitable to the capacities and interests of the students, as well as to interpret them, in order to respond effectively to the different communicative situations.

✓ To express and interact orally and in written from with certain autonomy and with a respectful and a cooperative attitude in order to respond adequately, coherently and correctly to habitual communication needs.

✓ To reflect on the foreign language system and apply, with certain autonomy, the language knowledge, as well as the linguistic rules to the production and textual comprehension, in order to make a correct, coherent and an adequate usage using the transferable knowledge between languages effectively.

✓ To get to know and interpret multilingual and multicultural diversity with the help of basic sociolinguistic knowledge, in order to develop a positive attitude towards linguistic diversity valued as cultural richness and considering the foreign language as well as languages in general as a means of communication and understanding between people with different origins, languages and cultures eluding thus, linguistic stereotypes that suppose value judgments and prejudices of all types.

✓ To use, with progressive autonomy and critical spirit, ICTs to obtain information, communicate as well as to cooperate in the foreign language.

✓ To reflect on the individual learning processes in order to transfer the acquired communication knowledge and strategies in other languages and subjects, as well as to boost self-regulation.

Objectives:

✓ Learn to use the Visual Thinking Technique by analysing its structure and features, as well as by creating a visual alphabet, in order to understand its effectiveness when consolidating content.

✓ Learn about gamification by using Kahoot, Kuaderno and Duolingo, in order to understand its effectiveness when consolidating content.

✓ Understand what being a good learner consists of, applying the Pomodoro technique and using Wix, in order to be aware of the way we learn.

✓ Create a Visual Thinking poster about a learned technique applying what it has been learned, in order to present it to the teachers of the school.

✓ Edit the online portfolio, by uploading the task and answering the given questions, in order to reflect on the learning process.

● DIGCOMP FRAMEWORK:

✓ Learn about Visual Thinking, Gamification and Learning to Learn, by searching for and managing data related to these techniques, in order to be competent in ICTs.

✓ Interact and collaborate using digital technologies in order use them as a cooperative learning tool.

✓ Create digital content creatively using different tools in order to integrate what has been learned in the unit.

✓ Learn about safety, by using personal data correctly, in order to know the correct use of devices for social well-being and inclusion.

Blocks of Content:

❖ BLOCK 1. Content related to basic transversal competences common to all subjects.

❖ BLOCK 2. Oral communication: speaking, listening and talking.

❖ BLOCK 3. Written communication: reading and writing.

❖ BLOCK 5. Reflecting on language.

❖ BLOCK 6. Social dimension of language.

Sequence of activities:

A. Initial Phase:

Activity 1: Is the situation familiar to you?

Introductory activity. Material: *Youtube video*

Activity 2: Teacher-centred vs. student-centred education.

Introductory activity. *Material: Notebook*

Activity 3: What would you do to motivate students?

Introductory activity

Activity 4: How can we use these techniques?

Introductory activity

B. Development Phase:

Activity 5: Mind maps: Choosing the correct answers.

Exploring activity. *Material: Prezi presentation and Google Classroom*

Activity 6: Discussion: What is a mind map?

Structuring activity

Activity 7: Coggle. Creating a mind map.

Structing activity. *Material: Youtube video and Coggle*

Activity 8: The Visual Thinking alphabet. Drawing basic shapes.

Exploring activity. *Material: Youtube video, Shaw's shapes, mobile phone and Google Classroom*

Activity 9: The Visual Thinking alphabet. Adding more basic drawings.

Structuring activity. *Material: Notebook*

Activity 10: The Visual Thinking class alphabet. Creating a visual alphabet for the class.

Structuring activity. *Material: Web page and Cardboard*

Activity 11: Visual note-taking. True or False?

Exploring activity. *Material: Youtube video and Google Classroom*

Activity 12: Discussion: What is Visual Thinking?

Structuring activity.

Activity 13: The elements of Visual Thinking. Representing them by Visual Thinking.

Structuring activity. *Material: Web page and cardboard*

Activity 14: Gamification. Filling the gaps.

Exploring activity. *Material: Youtube video and Google Classroom*

Activity 15: Discussion: What is gamification?

Structuring activity.

Activity 16: Representing gamification by Visual Thinking

Structuring activity. *Material: Cardboard*

Activity 17: Kahoot. Taking notes.

Exploring activity. *Material: Youtube video and notebook*

Activity 18: Discussion: What is Kahoot?

Structuring activity.

Activity 19: Creating a Kahoot.

Structuring activity. *Material: Kahoot*

Activity 20: Kuaderno. Filling the gaps.

Exploring activity. *Material: Vimeo video and Google Classroom*

Activity 21: Discussion: What is Kuaderno?

Structuring activity.

Activity 22: Using Kuaderno. Registering, selecting an avatar and doing exercises

Structuring activity. *Material: Kuaderno*

Activity 23: Duolingo. Filling in the gaps.

Exploring activity. *Material: Youtube video and Google Classroom*

Activity 24: Discussion: What is Duolingo?

Structuring activity.

Activity 25: Using Duolingo. Entering, choosing a daily goal, taking the level test and creating the profile.

Structuring activity. *Material: Duolingo*

Activity 26: Learning to learn. Choosing the correct answers

Exploring activity. *Material: Youtube video and Google Classroom*

Activity 27: Discussion: What is Learning to learn?

Structuring activity.

Activity 28: The Pomodoro Technique. Organising one school day using Visual Thinking.

Structuring activity. *Material: Web page and cardboard*

Activity 29: Wix. Taking notes.

Exploring activity. *Material: Youtube video and notebook*

Activity 30: Discussion: What is a portfolio?
Structuring activity.
Activity 31: Wix. Creating a group portfolio. Selecting a template, dividing the sections and editing the profile.
Structuring activity. *Material: Wix*
C. Application Phase:
TASK: Presenting the techniques to teachers through a Visual Thinking poster..
Application activity. Oral Presentation. *Material: Cardboard, Kahoot and 2 Youtube videos.*
D. Generalization and transference:
Uploading the product to the portfolio and reflecting on the learning process
Metacognitive activity. *Material: Wix.*

1st TERM: DIGITAL WORLD

Subject: English
Units and topics:
Unit 1: Which is your PLE?
Topic: Learning tools. Adjectives related to technology. Quantifiers and Present Simple. Descriptive texts.
Unit 2: Watch out!
Topic: Digital dangers. Relatives. Present Continuous. Descriptive texts.
Unit 3: **Applying safe rules**
Topic: Netiquettes. Verbs. Imperative Verbs and Connectors of sequence. Procedure texts.

Level: SCE 2nd	**Sessions (32):**
	Unit 1: 9
	Unit 2: 9
	Unit 3: 8
	1st Term Task: 5
	Test: 1

Justification:

We all use different tools to learn online because each of us has a unique Personal Learning Environment. Every day we use online tools and applications, especially teenagers. However, although these ones are constantly online, most of them don't know how to use the tools Internet offers safely. This can make them encounter online dangers such as online grooming, sextortion, sexting, malware or cyberbullying. Pevention, education and intervention (if needed) are the only ways to face the mentioned dangers and promote the safe use of the web.

Problem situation:

A. Context: The Internet plays a big part in our life. We use it for work and entertainment. We also go online to learn anything and to connect with family and friends. Teenagers have a strong Internet presence and share a

lot of personal content and opinions online. In fact, they all have smartphones and are always online. This situation is worrying because most of them don't know how to surf the web and use social networks safely.

B. Problem: A lot of teenagers use the Internet and social networks in the wrong way. They don't know how to surf the web safely and can find online dangers such as online grooming, sextortion, sexting, malware or cyberbullying. Prevention, education and intervention (if needed) on the correct use of the web enables the teenager to make responsible decisions on how to use the net and avoid the present online dangers. Do you know how to use the web safely? Do you know the online dangers that are present in the web? Will you teach younger students how to use the web safely?

C. Goal: Students will identify the tools they use to learn and learn about some online dangers that are present in the web (online grooming, sextortion, sexting, malware and cyberbullying), in order to gain consciousness about the need to use the Internet and social networks safely.

Task:

Students will have to give a prevention class to younger students, present the dangers we can find on the web and how to use the Internet and digital technologies safely. Each group will teach a different class of younger students. For this, they will have to create a digital presentation using Genial.ly explaining the dangers and what steps we have to follow to use Internet and social networks safely (using the grammar and vocabulary seen in the previous 3 units). They will also have to create a Kahoot game in groups in order to know if the students have understood their explanations. The video will be recorded and uploaded to the school's home page, in order to let people watch it and be aware of the need for a safe use of digital technologies to prevent present dangers.

Basic Competences:

A. Transversal competences:

➢ Competence for communication (verbal, non-verbal and digital) (all the act. except for taking notes and Kuaderno activities)

● DIGCOMP FRAMEWORK:

- Information and data literacy (act. 3, 5, 6, 9, 11, 12, 15, 20, 21, 26, 27, 30, 33, 36, 37, 40, 43, 44, 47, 50, 55, 56, 59, 61, 62, 67, 70, 74, 79, 80, task, metacognitive activity)

- Communication and collaboration (act. 3, 6, 12, 15, 21, 27, 30, 33, 37, 40, 44, 47, 50, 56, 59, 61, 62, 64, 66, 67, 70, 74, 80, task, metacognitive activity)

- Digital content creation (act. 11, 20, 26, 36, 43, 55, 79, task, metacognitive activity)

- Safety (act. 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 52, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 72, 76, 79, 82, task, metacognitive activity)

- Problem solving (act. 11, 20, 26, 36, 43, 55, 79, task, metacognitive activity)

➢ Competence for learning to think and learn (all the act.)

➢ Competence for living together (act. 1, 2, 4, 5, 7, 8, 10, 13, 16, 17, 18, 20, 22, 23, 24, 26, 28, 31, 32, 34, 35, 36, 38, 39, 41, 42, 43, 45, 46, 48, 51, 52, 53, 55, 57, 60, 63, 64, 65, 66, 68, 71, 72, 73, 75, 76, 77, 79, 81, task, metacognitive activity)

> Competence for initiative and entrepreneur spirit (act. 5, 8, 11, 18, 20, 24, 26, 29, 36, 43, 53, 55, 58, 64, 66, 73, 77, 79, 82, task, metacognitive activity)

> Competence for learning to be (all the act.)

B. Subject competences:

> Linguistic and literary communication competence (all the act.)

> Technological competence (all the act. except for discussions, cooperative class activities and Visual Thinking activities)

> Social and civic competence (act. from units 2 and 3, task, metacognitive activity)

Level Objectives:

✓ To comprehend oral, written and audiovisual discourses coming from habitual communicative situations and suitable to the capacities and interests of the students, as well as to interpret them, in order to respond effectively to the different communicative situations.

✓ To express and interact orally and in written from with certain autonomy and with a respectful and a cooperative attitude in order to respond adequately, coherently and correctly to habitual communication needs.

✓ To reflect on the foreign language system and apply, with certain autonomy, the language knowledge, as well as the linguistic rules to the production and textual comprehension, in order to make a correct, coherent and an adequate usage using the transferable knowledge between languages effectively.

✓ To get to know and interpret multilingual and multicultural diversity with the help of basic sociolinguistic knowledge, in order to develop a positive attitude towards linguistic diversity valued as cultural richness and considering the foreign language as well as languages in general as a means of communication and understanding between people with different origins, languages and cultures eluding thus, linguistic stereotypes that suppose value judgments and prejudices of all types.

✓ To use, with progressive autonomy and critical spirit, ICTs to obtain information, communicate as well as to cooperate in the foreign language.

✓ To reflect on the individual learning processes in order to transfer the acquired communication knowledge and strategies in other languages and subjects, as well as to boost self-regulation.

Objectives:

✓ Learn about the ICT tools we use, by separating them in different categories and using Symbaloo, in order to be aware of our Personal Learning Environment.

✓ Write a descriptive text using technology adjectives, quantifiers and the present simple, in order to present our favourite ICT tool.

✓ Learn about online dangers by analysing online grooming, sextortion, sexting, malware and internet addiction, in order to be aware of the need to use the Internet safely.

✓ Write a descriptive text using the present simple and the present continuous, in order to describe a given picture.

✓ Learn about netiquettes and digital identity by identifying our digital identity and the best netiquettes for class, in order know how to use the Internet correctly.

✓ Write a procedure text using different verbs, imperatives, connectors of sequence and the present simple, in order to explain how we should use the Internet safely.

✓ Create a digital presentation applying what it has been learned, in order to give a prevention class to younger students about online dangers and the need to use the Internet safely.

✓ Edit the online portfolio, by uploading the task and answering the given questions, in order to reflect on the learning process.

● DIGCOMP FRAMEWORK:

✓ Learn about PLE, internet dangers, digital identity and netiquettes by searching for and managing data related to these topics, in order to be competent in ICTs.

✓ Interact and collaborate using digital technologies in order use them as a cooperative learning tool.

✓ Create digital content creatively using different tools in order to integrate what has been learned in the unit.

✓ Learn about safety, by identifying our digital identity, as well as by analysing internet dangers and netiquettes, in order to know the correct use of devices for social well-being and inclusion.

Blocks of Content:

❖ BLOCK 1. Content related to basic transversal competences common to all subjects.

❖ BLOCK 2. Oral communication: speaking, listening and talking.

❖ BLOCK 3. Written communication: reading and writing.

❖ BLOCK 5. Reflecting on language.

❖ BLOCK 6. Social dimension of language.

Sequence of activities:

A. Initial Phase:

Activity 1: What happens to Sarah? What applications does she use?

Introductory activity. *Material: Youtube video*

Activity 2: ICT applications. Answering questions.

Introductory activity.

B. Development Phase:

Unit 1:

Activity 3: PLE. Identifying why PLE should combine tools needed in one moment and place. Filling the gaps.

Exploring activity. *Material:* Youtube video and *Google Classroom*

Activity 4: Discussion: What is a PLE?

Structuring activity

Activity 5: Identifying important tools/applications and their use. Searching the web.

Exploring activity. *Material: Google browser and notebook.*

Activity 6: Elements of PLE. Identifying tools and dividing them in sections.

Exploring activity. *Material: Google Drive and Google Classroom*

Activity 7: Discussion: What are the elements of a PLE?

Structuring activity

Activity 8: Identifying top 10 tools and creating the class list.

Structuring activity. *Material: Notebook and cardboard.*

Activity 9: Using Symbaloo to create my PLE. Taking notes.

Exploring activity. *Material: Youtube video and notebook.*

Activity 10: Discussion: What is Symbaloo?

Structuring activity.

Activity 11: Creating my PLE with Symbaloo.

Structuring activity. *Material: Symbaloo*

Activity 12: Vocabulary: adjectives related to technology. Identifying opposites.

Exploring activity. *Material: Google Classroom*

Activity 13: Discussion: What are adjectives? Which ones related to technology do you know?

Structuring activity.

Activity 14: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 15: Grammar: Quantifiers. Fill in the gaps exercise.

Exploring, activity. *Material: Youtube video and Google Classroom*

Activity 16: Discussion: What are Quantifiers?

Structuring activity.

Activity 17: Describing pictures with quantifiers.

Structuring activity. *Material: 2 pictures*

Activity 18: Creating a Visual Thinking about Quantifiers.

Structuring activity. *Material: Cardboard.*

Activity 19: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 20: Creating a Kahoot about what has been learned.

Structuring activity. *Material: Kahoot*

Activity 21: Grammar: Present Simple. Choosing the correct options.

Exploring activity. *Material: Prezi presentation and Google Classroom*

Activity 22: Discussion: What is the Present Simple?

Structuring activity.

Activity 23: Writing a routine text.

Structuring activity. *Material: Reading text and Notebook*

Activity 24: Creating a Visual Thinking about the Present Simple.

Structuring activity. *Material: Cardboard*

Activity 25: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 26: Creating a Kahoot about what has been learned.

Structuring activity. *Material: Kahoot*

Activity 27: Writing: Descriptive texts. True or False?

Exploring activity. *Material: Youtube video and Google Classroom*

Activity 28: Discussion: What is a descriptive text?

Structuring activity.

Activity 29: My Favourite ICT Tool. Writing a descriptive text using the Present Simple, adjectives and quantifiers.

Structuring activity. *Material: Google Drive and Google Classroom.*

Unit 2:

Activity 30: Online Grooming. Completing sentences.

Exploring activity. *Material: Prezi Presentation and Google Classroom.*

Activity 31: Discussion: What is Online Grooming?

Structuring activity.

Activity 32: Online Grooming. Analysing the video.

Structuring activity. *Material: Youtube video.*

Activity 33: Sextortion. True or False?

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 34: Discussion: What is Sextortion?

Structuring activity.

Activity 35: Sextortion. Analysing the video.

Structuring activity. *Material: Youtube video.*

Activity 36: Creating a Kahoot about Sextortion and Online Grooming.

Structuring activity. *Material: Kahoot*

Activity 37: Sexting. Choosing the correct words.

Exploring activity. *Material: Prezi Presentation and Google Classroom.*

Activity 38: Discussion: What is Sexting?

Structuring activity.

Activity 39: Sexting. Analysing the video.

Structuring activity. *Material: Youtube video.*

Activity 40: Malware. Choosing the correct words.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 41: Discussion: What is Malware?

Structuring activity.

Activity 42: Malware. Analysing the video.

Structuring activity. *Material: Youtube video.*

Activity 43: Creating a Kahoot about Sexting and Malware.

Structuring activity. *Material: Kahoot.*

Activity 44: Internet addiction. True or False?

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 45: Discussion: What is Internet addiction?

Structuring activity.

Activity 46: Internet addiction. Analysing the videos.

Structuring activity. *Material: 2 Youtube videos.*

Activity 47: Vocabulary: Relatives. Identifying opposites.

Exploring activity. *Material: Google Classroom*

Activity 48: Discussion: How many relatives in English do you know?

Structuring activity.

Activity 49: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 50: Grammar: Present Continuous. Choosing the correct answers.

Exploring activity. *Material: Slideshare presentation and Google Classroom*

Activity 51: Discussion: What is the Present Continuous?

Structuring activity.

Activity 52: Describing pictures. What is happening?

Structuring activity. *Material: 2 pictures*

Activity 53: Creating a Visual Thinking about the Present Continuous.

Structuring activity. *Material: Cardboard.*

Activity 54: Using Kuaderno,

Structuring activity. *Material: Kuaderno.*

Activity 55: Creating a Kahoot about what has been learned in the unit.

Structuring activity. *Material: Kahoot.*

Activity 56: Writing: Descriptive texts. Having a look at the previous unit.

Revision activity. *Material: Youtube video and Google Classroom.*

Activity 57: Discussion: What is a descriptive text?

Structuring activity.

Activity 58: Describing a picture. Writing a descriptive text about digital dangers using the Present Simple and the Present Continuous.

Structuring activity. *Material: Google Drive and Google Classroom.*

Unit 3:

Activity 59: Digital identity. Choosing correct answers.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 60: Discussion: What is Online Grooming?

Structuring activity.

Activity 61: Identifying our digital identity.

Exploring activity. *Material: Google browser.*

Activity 62: Netiquettes. Taking notes of the examples.

Exploring activity. *Material: Youtube video and notebook.*

Activity 63: Discussion: What are Netiquettes?

Structuring activity.

Activity 64: Analysing some netiquettes and deciding on new ones.

Structuring activity. *Material: Poster*

Activity 65: Discussion: Which are the best 10 netiquettes for class?

Structuring activity.

Activity 66: Creating a poster of the 10 best netiquettes for class through Visual Thinking.

Structuring activity. *Material: Cardboard.*

Activity 67: Vocabulary: Verbs. Matching verbs of the video to their definitions.

Exploring activity. *Material: Youtube video and Google Classroom*

Activity 68: Discussion: What are verbs?

Structuring activity.

Activity 69: Using Kuaderno.

Structuring activity. *Material: Kuaderno.*

Activity 70: Grammar: Imperative verbs. Choosing correct answers.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 71: Discussion: What are imperative verbs?

Structuring activity.

Activity 72: Reading about Internet addiction. Giving solutions using imperatives.

Structuring activity. *Material: Reading text and Notebook.*

Activity 73: Creating a Visual Thinking about imperative verbs.

Structuring activity. *Material: Cardboard.*

Activity 74: Grammar: Connectors of sequence. Choosing correct answers.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 75: Discussion: What are connectors of sequence?

Structuring activity.

Activity 76: Adding Connectors of Sequence to the previous solutions on Internet addiction.

Structuring activity. *Material: Notebook*

Activity 77: Creating a Visual Thinking about Connectors of Sequence.

Structuring activity. *Material: Cardboard.*

Activity 78: Using Kuaderno.

Structuring activity. *Material: Kuaderno.*

Activity 79: Creating a Kahoot about what has been learned in the unit.

Structuring activity. *Material: Kahoot.*

Activity 80: Writing: Procedure texts. Choosing the correct words.

Exploring activity. *Material: Youtube video.*

Activity 81: Discussion: What is a procedure text?

Structuring activity.

Activity 82: How to Use the Internet Safely. Writing a procedure text using the Present Simple, imperative verbs and connectors of sequence.

Structuring activity. *Material: Youtube video, Google Drive and Google Classroom.*

C. Application Phase:

TASK: Giving a prevention class to younger students on the digital dangers and how to use Internet and social networks safely through a digital presentation.

Application activity. Oral presentation. *Material: Genial.ly, Kahoot and 2 Youtube videos.*

D. Generalization and transference:

Uploading the product to the portfolio and reflecting on the learning process

Metacognitive activity. *Material: Wix.*

2nd TERM: SOCIAL ISSUES

Subject: English

Units and topics:

Unit 4: Body Image Stereotypes

Topic: The Media and Body Image. Positive and Negative Body Image. Eating Disorders. Adjectives related to body image and body parts. Comparatives/Superlatives and Present Perfect. Expository texts.

Unit 5: Gender Stereotypes

Topic: Gender roles. Gender Stereotypes. Sexism. Digital Gender Violence. Jobs. The First Conditional and connectors (but, so, and, because). Argumentative texts.

Unit 6: **School Stereotypes**

Topic: School Stereotypes. Bullying. Cyberbullying. Personality adjectives and Adjectives ending in -ed and -ing. Modal Verbs. Argumentative texts.

Level: SCE 2nd	**Sessions (32):**
	Unit 4: 9
	Unit 5: 9
	Unit 6: 8
	2nd Term Task: 5
	Test: 1

Justification:

We all classify people in particular groups when we meet them for the first time. These ideas are stereotypes and they are very present in our society thanks to the media. Body image, gender and school stereotypes are especially important because they have negative consequences on individuals, such as eating disorders, as well as gender and school abuse. Thus, it is important to identify and break them if we appreciate diversity and want to understand each other.

Problem situation:

A. Context: Body image, gender and school stereotypes have a big impact in society and the media reinforce them. In fact, when we meet someone for the first time, we tend to stereotype. We classify him/her according to the way he or she looks, how he or she acts and the things that he or she says. Stereotypes make us not relate with other people. It is time to break those wrong ideas, in order to live in an equal, tolerant and peaceful world.

B. Problem: Body image, gender and school stereotypes have negative consequences in society. On the one hand, not looking like the perfect woman or man can lead us to eating disorders. On the other hand, when we judge, we consider some people inferior to us and this can lead to gender and school abuse. If we want to appreciate diversity and understand each other, we must break stereotypes. Are you ready to break them? Can you convince people about that need?

C. Goal: Students will identify body image, gender and school stereotypes and learn about their negative consequences in society (eating disorders and gender and school abuse), in order to gain consciousness about the need to break them in order to live in an equal, tolerant and peaceful world.

Task:

Students will have to send a message of equality, tolerance and peace to the world about a specific stereotype learned in class (body image, gender or grouping at school) and speak against it! For this, they will have to create a digital video using Kizoa, describing the given stereotype and say why is not true. Then, they will have to give advice about what we should do to break this stereotype. The video will be uploaded to the school's home page, in order to let people watch it and be aware of the need to break stereotypes in order to appreciate diversity and understand each other.

Basic Competences:

A. Transversal competences:

➢ Competence for communication (verbal, non-verbal and digital) (all the act. except for taking notes and Kuaderno activities)

● DIGCOMP FRAMEWORK:

- Information and data literacy (act. 3, 6, 10, 14, 17, 22, 27, 28, 30, 31, 34, 35, 37, 39, 43, 45, 48, 49, 52, 57, 58, 60, 61, 64, 67, 71, 75, 79, 84, 85, 87, task, metacognitive activity)

- Communication and collaboration (act. 3, 6, 10, 17, 22, 28, 30, 31, 34, 39, 43, 49, 52, 58, 60, 61, 64, 67, 75, 79, 87, task, metacognitive activity)

- Digital content creation (act. 27, 31, 34, 48, 57, 60, 61, 84, 87, task, metacognitive activity)

- Safety (act. 31, 34, 60, 61, 75, 76, 77, 78, 87, task, metacognitive activity)

- Problem solving (act. 27, 31, 34, 48, 57, 60, 61, 84, 87, task, metacognitive activity)

➢ Competence for learning to think and learn (all the act.)

➢ Competence for living together (act. 1, 2, 4, 5, 7, 8, 11, 12, 13, 15, 18, 19, 20, 23, 24, 25, 27, 29, 30, 31, 32, 33, 34, 36, 37, 40, 41, 42, 44, 45, 46, 48, 50, 51, 53, 54, 55, 57, 59, 61, 62, 63, 65, 66, 68, 69, 72, 73, 76, 77, 78, 80, 81, 82, 84, 86, task, metacognitive activity)

➢ Competence for initiative and entrepreneur spirit (act. 20, 25, 27, 30, 31, 34, 46, 48, 55, 57, 60, 61, 73, 82, 84, 87, task, metacognitive activity)

> Competence for learning to be (all the act.)

B. Subject competences:

> Linguistic and literary communication competence (all the act.)

> Technological competence (all the act. except for discussions, cooperative class activities and Visual Thinking activities)

> Social and civic competence (all the act.)

Level Objectives:

✓ To comprehend oral, written and audiovisual discourses coming from habitual communicative situations and suitable to the capacities and interests of the students, as well as to interpret them, in order to respond effectively to the different communicative situations.

✓ To express and interact orally and in written from with certain autonomy and with a respectful and a cooperative attitude in order to respond adequately, coherently and correctly to habitual communication needs.

✓ To reflect on the foreign language system and apply, with certain autonomy, the language knowledge, as well as the linguistic rules to the production and textual comprehension, in order to make a correct, coherent and an adequate usage using the transferable knowledge between languages effectively.

✓ To get to know and interpret multilingual and multicultural diversity with the help of basic sociolinguistic knowledge, in order to develop a positive attitude towards linguistic diversity valued as cultural richness and considering the foreign language as well as languages in general as a means of communication and understanding between people with different origins, languages and cultures eluding thus, linguistic stereotypes that suppose value judgments and prejudices of all types.

✓ To use, with progressive autonomy and critical spirit, ICTs to obtain information, communicate as well as to cooperate in the foreign language.

✓ To reflect on the individual learning processes in order to transfer the acquired communication knowledge and strategies in other languages and subjects, as well as to boost self-regulation.

Objectives:

✓ Learn about body image stereotypes, by analysing the media's effect on them, as well as by identifying positive and negative body image, in order to be aware of the need to break those stereotypes.

✓ Write an expository text using adjectives related to body image, body parts, comparatives, the present perfect and the present simple, in order to explain an eating disorder caused by negative body image.

✓ Learn about gender stereotypes by analysing the effect of Disney's films and toy's advertisements on them, identifying gender roles and behaviours, as well as by getting to know sexism, in order to be aware of the need to break those stereotypes.

✓ Write an argumentative text using the present simple, the first conditional and connectors (so, and, because, but), in order to expose our opinion about digital the gender violence caused by gender stereotypes.

✓ Learn about school stereotypes by analysing the effect of High School films on them, as well as by understanding its consequent bullying and Cyberbullying, in order to be aware of the need to break those stereotypes.

✓ Write an argumentative text using the present simple, the first conditional, connectors (so, and, because, but) and modal verbs, in order to expose our opinion and give advice about the bullying caused by gender stereotypes.

✓ Create a digital video applying what it has been learned, in order to send a message of equality, tolerance and peace to the world about and speak against a specific stereotype learned in class. give a prevention class to younger students about online dangers and the need to use the Internet safely.

✓ Edit the online portfolio, by uploading the task and answering the given questions, in order to reflect on the learning process.

● DIGCOMP FRAMEWORK:

✓ Learn about body image, gender and school stereotypes by searching for and managing data related to these topics, in order to be competent in ICTs.

✓ Interact and collaborate using digital technologies in order use them as a cooperative learning tool.

✓ Create digital content creatively using different tools in order to integrate what has been learned in the unit.

✓ Learn about safety, by analysing digital gender violence and cyberbullying, in order to know the correct use of devices for social well-being and inclusion.

Blocks of Content:

❖ BLOCK 1. Content related to basic transversal competences common to all subjects.

❖ BLOCK 2. Oral communication: speaking, listening and talking.

❖ BLOCK 3. Written communication: reading and writing.

❖ BLOCK 5. Reflecting on language.

❖ BLOCK 6. Social dimension of language.

Sequence of activities:

A. Initial Phase:

Activity 1: Are stereotypes true?

Introductory activity. *Material: Youtube video.*

Activity 2: The ideal man and woman stereotypes through history and nationality.

Introductory activity. *Material: 2 Youtube videos and Notebook.*

B. Development Phase:

Unit 4:

Activity 3: Body Image and The Media. Media's effects on teen girl's body image. Choosing the correct words.

Exploring activity. *Material:* Youtube video and *Google Classroom*

Activity 4: Discussion: What is body image? What effects do media have on it?

Structuring activity

Activity 5: Seeing ourselves less beautiful than in reality. Analysing the video.

Structuring activity. *Material: Youtube video.*

Activity 6: Vocabulary: Adjectives related to body image. Identifying opposites.

Exploring activity. *Material: Google Classroom*

Activity 7: Discussion: What are adjectives? Which ones related to body image do you know?

Structuring activity.

Activity 8: Drawing the ideal woman and man with his/her characteristics. Using adjectives.

Structuring activity. *Material: Cardboard.*

Activity 9: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 10: Positive and Negative Body Image. True or False?

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 11: Discussion: What are positive and negative body image?

Structuring activity.

Activity 12: Positive or negative body image? Placing sentences in the correct column.

Structuring activity. *Material: Notebook.*

Activity 13: Positive or negative body image? Analysing the videos.

Structuring activity. *Material: 2 Youtube videos.*

Activity 14: Vocabulary: Body Parts. Having a look.

Exploring activity. *Material: Youtube video.*

Activity 15: Discussion: How many body parts in English do you know?

Structuring activity.

Activity 16: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 17: Grammar: Comparatives and Superlatives. Fill in the gaps exercise.

Exploring, activity. *Material: Wep Page and Google Classroom*

Activity 18: Discussion: What are Comparatives and Superlatives?

Structuring activity.

Activity 19: Comparing the pairs of pictures. Using comparatives and superlatives, body parts and adjectives.

Structuring activity. *Material: 2 pairs of pictures*

Activity 20: Creating a Visual Thinking about Comparatives and Superlatives.

Structuring activity. *Material: Cardboard.*

Activity 21: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 22: Grammar: Present Perfect. Fill in the gaps exercise.

Exploring activity. *Material: Prezi presentation and Google Classroom*

Activity 23: Discussion: What is the Present Perfect?

Structuring activity.

Activity 24: Plastic Surgery. Describing how people have changed their body. Using Present Perfect and body parts.

Structuring activity. *Material: Image, Youtube video and Notebook.*

Activity 25: Creating a Visual Thinking about the Present Perfect.

Structuring activity. *Material: Cardboard*

Activity 26: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 27: Creating a Kahoot about what has been learned.

Structuring activity. *Material: Kahoot*

Activity 28: Writing: Expository texts. Choosing the correct answers.

Exploring activity. *Material: Youtube video and Google Classroom*

Activity 29: Discussion: What is an expository text?

Structuring activity.

Activity 30: Eating Disorders. Searching for information and writing an expository text.

Exploring, structuring and application activity. *Material: Google Browser, Google Drive and Google Classroom.*

Unit 5:

Activity 31: How toys teach gender roles. Identifying gender roles. Taking notes and making a videocall.

Exploring activity. *Material: Youtube video, Google Hangouts on Air and Google Classroom.*

Activity 32: Discussion: What are Gender Roles? Are they true?

Structuring activity.

Activity 33: Who in your house usually…? Doing the questionnaire and discussing the results.

Structuring activity. *Material: Notebook.*

Activity 34: Tutorial of Google Hangouts on Air. Making a trial.

Exploring activity. *Material: Youtube video and Google Hangouts on Air.*

Activity 35: Vocabulary: Jobs. Analysing the image.

Exploring activity. *Material: Image*

Activity 36: Discussion: How many jobs in English do you know?

Structuring activity.

Activity 37: Toys teach gender roles. Filling the chart with the jobs seen.

Structuring activity. *Material: Notebook and 2 web pages.*

Activity 38: Using Kuaderno.

Structuring activity. *Material: Kuaderno.*

Activity 39: Gender Stereotypes in Disney films. Choosing the correct answers.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 40: Discussion: What are Gender Stereotypes? Are they true?

Structuring activity.

Activity 41: Gender Stereotypes in Society. Identifying gender behaviours in different situations.

Exploring activity. *Material: Youtube video and Notebook.*

Activity 42: Answering questions about gender stereotypes.

Structuring activity. *Material: Youtube video.*

Activity 43: Grammar: The First Conditional. Fill in the gaps exercise.

Exploring activity. *Material: Youtube video.*

Activity 44: Discussion: What is the First Conditional?

Structuring activity.

Activity 45: Analysing stereotypes. Describing how they will behave according to their gender.

Structuring activity. *Material: Web page video and notebook.*

Activity 46: Creating a Visual Thinking about the first conditional.

Structuring activity. *Material: Cardboard.*

Activity 47: Using Kuaderno.

Structuring activity. *Material: Kuaderno.*

Activity 48: Creating a Kahoot about what has been learned in the unit.

Structuring activity. *Material: Kahoot.*

Activity 49: Sexism. Choosing the correct answer.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 50: Discussion: What is sexism?

Structuring activity.

Activity 51: Analysing Sexism. Answering questions.

Structuring activity. *Material: 2 Youtube videos.*

Activity 52: Grammar: Connectors but, so and, because. True or False?

Exploring activity. Material: *Youtube video and Google Classroom.*

Activity 53: Discussion: What are connectors?

Structuring activity.

Activity 54: Breaking Stereotypes. Making sentences about the given image.

Structuring activity. *Material: Image and notebook.*

Activity 55: Creating a Visual Thinking about Connectors.

Structuring activity. *Material: Carboard.*

Activity 56: Using Kuaderno.

Structuring activity. *Material: Kuaderno.*

Activity 57: Creating a Kahoot about what has been learned in the unit.

Structuring activity. *Material: Kahoot.*

Activity 58: Writing: Argumentative texts. Choosing the correct answers.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 59: Discussion: What is an argumentative text?

Structuring activity.

Activity 60: Digital Gender Violence. Writing an argumentative text about this topic: "Controlling what your boyfriend/girlfriend does in his/her mobile phone is correct". Using the present simple, the 1st conditional and the connectors seen in the unit

Structuring activity. *Material: Google Drive and Google Classroom.*

Unit 6:

Activity 61: School stereotypes. Identifying the characteristics of each school stereotype. Taking notes and making a videocall.

Exploring activity. *Material: Prezi Presentation, Google Hangouts on Air and Google Classroom.*

Activity 62: Discussion: What are School Stereotypes?

Structuring activity.

Activity 63: School stereotypes. Answering questions.

Structuring activity. *Material: Youtube video.*

Activity 64: Types of Bullying. Matching definitions to the correct types of bullying.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 65: Discussion: What is Bullying? How many types are there?

Structuring activity.

Activity 66: Analysing bullying videos.

Structuring activity. *Material: 2 Youtube videos.*

Activity 67: Vocabulary: Personality adjectives. Matching each adjective to its corresponding definition.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 68: Discussion: What are personality adjectives? How many do you know in English?

Structuring activity.

Activity 69: Personality adjectives in bullying. Placing the adjectives in the correct column.

Structuring activity. *Material: Notebook.*

Activity 70: Using Kuaderno.

Structuring activity. *Material: Kuaderno.*

Activity 71: Vocabulary: Adjectives ending in -ing and -ed. Taking notes.

Exploring activity. *Material: Youtube video and notebook.*

Activity 72: Discussion: What is the difference between adjectives ending in -ing and those ending in   -ed?

Structuring activity.

Activity 73: Reflecting on Bullying. Writing unkind and positive adjectives for the students of the images.

Structuring activity. *Material: 4 Images.*

Activity 74: Using Kuaderno.

Structuring activity. *Material: Kuaderno*

Activity 75: Cyberbullying. Choosing the correct options.

Exploring activity. *Material: Youtube video and Google Classroom.*

Activity 76: Discussion: What is Cyberbullying?

Structuring activity.

Activity 77: Analysing the videos. Answering questions.

Structuring activity. *Material: 2 Youtube videos.*

Activity 78: Stop Cyberbullying. Emoji. Analysing the videos and answering questions.

Structuring activity. *Material: 2 Youtube videos.*

Activity 79: Grammar: Modal Verbs. Choosing the correct options.

Exploring activity. *Material: Prezi presentation and Google Classroom.*

Activity 80: Discussion: What are Modal Verbs?

Structuring activity.

Activity 81: Breaking Stereotypes. Analysing the video and answering questions.

Structuring activity. *Material: Youtube video.*

Activity 82: Creating a Visual Thinking about modal verbs.

Structuring activity. *Material: Carboard.*

Activity 83: Using Kuaderno.

Structuring activity. *Material: Kuaderno.*

Activity 84: Creating a Kahoot about what has been learned in the unit.

Structuring activity. *Material: Kahoot.*

Activity 85: Writing: Argumentative texts. Having a look at the previous unit.

Revision activity. *Material: Youtube video.*

Activity 86: Discussion: What is an argumentative text?

Structuring activity.

Activity 87: Bullying. Writing an argumentative text about this topic: "Bullying is a normal part of childhood and you should just ignore it". Using the present simple, the 1st conditional, the connectors (so, and, but, because) and the modal verbs seen in the unit.

Structuring activity. *Material: Google Drive and Google Classroom.*

C. Application Phase:

TASK: Creating a digital video using Kizoa, describing the given stereotype. Saying why is not true and giving advice about what we should do to break it.

Application activity. *Material: Kizoa.*

D. Generalization and transference:

Uploading the product to the portfolio and reflecting on the learning process

Metacognitive activity. *Material: Wix.*

Evaluation

A. Criteria

✓ Students can understand and interpret short and contextualised oral texts from different genres and formats, with progressively more difficult structures and vocabulary articulated clearly and slowly, taken from habitual daily contexts that are derived from close areas of the students' experiences (the media and academic life), recognising the global sense and the main ideas, as well as selecting relevant information for the given task, providing that the acoustic conditions are adequate, it can be heard again or asked for confirmation and count on visual or contextual support (all the units).

● **Deduces the topic as well as the addresser's intention and distinguishes the most relevant communicative function of the text.**

- **Identifies, with visual support, some of the main ideas.**

- Understands the relevant information of the text by doing the corresponding exercises properly.

- **Uses adequate strategies to solve doubts that are presented in the comprehension of oral texts.**

- Listens actively and respectfully, asking relevant questions.

- Uses the knowledge from other languages to facilitate comprehension.

✓ Students can produce, following the established instructions, short oral texts in different formats, about personal interest or academic issues with diverse aims, logical structure and adequate pronunciation, using verbal as well as non-verbal resources (all the units).

- Produces short oral, clear and previously rehearsed texts, with the help of models, about well-known topics and according to a previously established outline.

- **Plans, with certain autonomy, the content of the oral text taking into account the communicative situation's characteristics: receiver, aim of the text, format…**

- Searches and selects with, certain autonomy, relevant information from different sources: analogous, audiovisual and digital.

- **Structures the text using the grammar and vocabulary seen in the unit.**

- **Uses ICT resources efficiently in his/her oral productions.**

- Speaks with a certain correction, fluency and pronunciation (in spite of making some interruptions that demand repetition), as well as using an adequate tone and body gestures.

✓ Students can participate, with certain autonomy, in habitual interactive situations, respecting the norms of communication exchange (all the units)

- Participates actively, presents his/her point of view, exchanges ideas and takes decisions.

- **Takes part in planned cooperative tasks.**

- **Respects turns and shows good manners.**

- **Listens carefully, as well as makes and answers simple questions using basic vocabulary and expressions.**

- Speaks with enough clarity, as well as makes an effort to understand and be understood.

✓ Students can understand and interpret critically simple, short or of medium length, written texts, which are well structured and with common use vocabulary, from worked genres, in different formats, typical of interpersonal relations, media and learning areas of use, grasping the global sense, the main ideas as well as some minor ideas (all the units).

- **Reads in a progressive autonomous form texts of different aims and formats.**

- **Deduces the topic as well as the addresser's intention and distinguishes the most relevant communicative function of the text.**

- Understands the relevant information of the text by doing the corresponding exercises properly.

- **Uses adequate strategies to solve doubts that are presented in the comprehension of written texts.**

- Uses the knowledge from other languages to facilitate comprehension.

✓ Students can locate and select specific and relevant information, responding to the reading's objective (all the units).

● **Knows the reading purpose.**

● **Uses, with certain autonomy, the correct analogous and digital information sources to fulfil the given task.**

● Uses, with certain autonomy, linguistic and non-linguistic elements to locate information.

● Selects the relevant information to carry out the given task.

✓ Students can produce with previous planning and certain autonomy, simple, short or of medium length texts, which are well structured, in different genres and formats, related to habitual classroom actions and about personal interest or academic issues, following, in a guided way, the steps of the production process as well as showing an acceptable adequacy, coherence, cohesion and correction level (all the units).

● **Produces, with certain autonomy, simple and short written text in printed and digital formats.**

● Adjusts the written text to the characteristics of the situation: receiver, aim, format…

● Systematically plans, writes and revises the text.

● Presents the texts in a clear and organised form using correct vocabulary and grammar that has been learned in class.

● **Uses with progressive autonomy ICTs to search for information to write a text.**

● **Actively collaborates in writing texts in groups.**

✓ Students can use, with certain autonomy, the acquired knowledge and strategies in the foreign language as well as in the other languages, in order to solve comprehension problems and for the writing and the guided revision of texts (all the units).

● Uses properly the learned linguistic elements to give correction, coherence and cohesion to oral and written productions.

● Compares vocabulary and grammar among the languages he/she knows.

● **Uses, with certain autonomy, supports that solve doubts in production processes (dictionary, spell checker…)**

● Identifies and correct basic errors in his/her as well as in other's texts.

● **Values and takes into account other people's contributions.**

● Takes responsibility for and organises his/her personal work.

● **Reflects on his/her learning process by identifying the resources and strategies that help him/her learn.**

✓ Students can use the foreign language as a means of communication and understanding between people from different languages and cultures as well as a learning tool (all the units).

● **Participates actively and with respect in communication exchanges in the foreign language.**

● **Uses the basic norms for social relation properly (good manners, register, non-verbal language…) in communication exchanges.**

● **Uses the foreign language to establish personal relationships and to collaborate in projects.**

- Uses the foreign language as a learning tool and to access different information sources.

- Appreciates the importance of being multilingual to learn and to communicate with people from different cultures.

✓ Students can identify and show respect and interest in knowing relevant social, linguistic and cultural elements from other cultures and can relate them to each ones' (units 4,5 and 6)

- **Shows interest and respect for different cultural values and habits.**

- **Shows a respectful and a positive attitude towards the multilingual and multicultural reality.**

● DIGCOMP FRAMEWORK:

✓ Students can use ICTs with certain autonomy to search and manage data related to the topic.

- **Searches for information using different ICT tools**

- Selects relevant data when searching information.

- Adjusts the search of information to the characteristics of the situation.

✓ Students can interact and collaborate with certain autonomy using ICTs with the use of correct netiquettes.

- **Collaborates actively using ICTs in group tasks**

- Communicates and interacts with certain efficiency using different tools.

- **Uses adequate netiquettes when communicating and collaborating with other people.**

- **Knows about the importance of having a positive digital identity to avoid digital dangers.**

✓ Students can create digital content using different tools and integrating what has been learned in the unit.

- **Creates digital content cooperatively in different formats and situations, taking responsibility for his/her personal work.**

- Uses what has been learned in the unit in his/her digital content.

- **Pays attention to tutorials about the use of specific tools and uses this knowledge efficiently.**

- Identifies and corrects errors when necessary.

✓ Students can protect their personal data from present online dangers.

- **Knows about the dangers present on Internet and the need to protect his/her personal data.**

- Uses strategies to protect his/her digital devices.

- **Knows how to protect his personal data.**

B. Tools:

✓ Formative evaluation: home tasks, class tasks, everyday teacher's observation and revision of students' notebooks (Teacher's evaluation).

✓ Tasks:

Intro unit: Product and Oral Presentation (Peer to peer evaluation and teacher's evaluation).

1st term: Product and Oral Presentation (Peer to peer evaluation and teacher's evaluation).

2nd term: Product (Peer to peer evaluation and teacher's evaluation).

✓ Tests:

1st term: 1st term test (Teacher's evaluation) and introductory unit mark (%20)

2nd term: 2nd term test (Teacher's evaluation)

CHAPTER 4

Conclusions

The main aim of this document has been to provide an efficient didactic programme that can be implemented when teaching the English subject to students in the second year of Compulsory Secondary Education. This must ensure students obtain skills that are necessary for their integral development in order to become critical, tolerant and autonomous citizen adjusted to the present society's needs. It also needs to offer tools and strategies for a life-long learning, which conveys the confident and critical use of ICTs for learning, self-development and participation in society.

It has been carefully designed taking into account the Heziberri Decree 236/2015 of the 22nd December, the DIGCOMP framework and the characteristics of the students of second year of Compulsory Education it is addressed to. It has been planned to learn the foreign language while working with Information and Communication Technologies taking into account students' diversity and providing them with the tools and knowledge to develop the necessary abilities that ensure their personal and social development.

It constitutes a guide to be implemented in the teaching-learning process promoting teaching that favours the formation of responsible 21st century citizens. This document is also subject to review by making the convenient changes and adjusting any of the curricular aspects to the needs of the students at any time of its development.

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● **Decrees:**

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● **Teaching material:**

INTRO UNIT: LEARNING IS FUN!

- **Youtube:**

  - https://www.youtube.com/watch?v=EQKcxnFUMxk

  - https://www.youtube.com/watch?v=hsPHCpeq9dU

  - https://www.youtube.com/watch?v=7TXEZ4tP06c

  - https://www.youtube.com/watch?v=gY9KdRfNN9w

  - https://www.youtube.com/watch?v=zSiHjMU-MUo

  - https://www.youtube.com/watch?v=soc5INZX3yU

  - https://www.youtube.com/watch?v=9Ou18V7BWfI

  - https://www.youtube.com/watch?v=8OebgtUjLg4

  - https://www.youtube.com/watch?v=WttZAXoKmbI

  - https://www.youtube.com/watch?v=nmWqQnhNfeU

  - https://www.youtube.com/watch?v=nsLvDVpY3to

  - https://www.youtube.com/watch?v=utigbvu2pXY

  - https://www.youtube.com/watch?v=edJGXRabr4A

- **Vimeo:**

  - https://vimeo.com/183514251

- **Prezi:**

  - https://prezi.com/lvu-jn5qxneg/mind-map-prezi-template/

- **Web pages:**

  - http://www.xplaner.com/

  - https://www.jetpens.com/blog/sketchnotes-a-guide-to-visual-note-taking/pt/892

- **Google Classroom**

- **Kahoot:** https://kahoot.it/

- **Kuaderno:** https://kuaderno.com/

- **Google Drive**

- **Wix:** https://es.wix.com/

1st TERM: DIGITAL WORLD

- **Youtube:**

   - https://www.youtube.com/watch?v=ThxmgXMBpoM

   - https://www.youtube.com/watch?v=cRJR6hD527w

   - https://www.youtube.com/watch?v=oOA4xx-1s9s

   - https://www.youtube.com/watch?v=6_BWPTvuZAE

   - https://www.youtube.com/watch?v=IUjwHPah72o

   - https://www.youtube.com/watch?v=boJ1vyGyUzk

   - https://www.youtube.com/watch?v=IyHX7wMJBY0

   - https://www.youtube.com/watch?v=AL5Y6rJwTuQ

   - https://www.youtube.com/watch?v=I6JUbT81KmM

   - https://www.youtube.com/watch?v=d5kW4pI_VQw

   - https://www.youtube.com/watch?v=2WrmQ2SHaxM

   - https://www.youtube.com/watch?v=-ckmMOpCbjI

   - https://www.youtube.com/watch?v=Z3o4lnGFQjY

   - https://www.youtube.com/watch?v=KGr_KFiCX4s

   - https://www.youtube.com/watch?v=uJzuDcyR0WM

   - https://www.youtube.com/watch?v=80uRE972uQ0

   - https://www.youtube.com/watch?v=6jwYTZdUVi0

   - https://www.youtube.com/watch?v=2UzjHbcK2Wo

   - https://www.youtube.com/watch?v=z-wiqZ_1IdQ

- https://www.youtube.com/watch?v=dGJW8qbUkmY

- https://www.youtube.com/watch?v=utigbvu2pXY

- https://www.youtube.com/watch?v=edJGXRabr4A

- **Symbaloo:** https://www.symbaloo.com/home/mix/13eOcLjTaQ

- Kahoot: https://kahoot.it/

- Kuaderno: https://kuaderno.com/

- **Prezi:**

- https://prezi.com/fsm0cqmbxxe_/online-grooming-for-children/

- https://prezi.com/khe7vut7pzom/sexting-prezi/

- **Slideshare:**

- https://www.slideshare.net/anacarlao/present-continuous-28607684

- **Web pages:**

- http://www.uzdevumi.lv/p/anglu-valoda/10-12-klase/technology-11423/re-ffb837c0-0d5c-4d12-ae5d-ae2a7cc83240

- **Genial.ly:** https://www.genial.ly/es

- **Google Classroom**

- **Google Drive**

- **Wix:** https://es.wix.com/

2nd TERM: SOCIAL ISSUES

- **Youtube:**

- https://www.youtube.com/watch?v=_UT-w0iTVO0

- https://www.youtube.com/watch?v=tneKwarw1Yk

- https://www.youtube.com/watch?v=RT9FmDBrewA

- https://www.youtube.com/watch?v=F0pwXRQxSYE

- https://www.youtube.com/watch?v=G7Zh-3C5jH4

- https://www.youtube.com/watch?v=CPu2v8fo178

- https://www.youtube.com/watch?v=Dnc5gubAtHU

- https://www.youtube.com/watch?v=2aWvSYkiP24

- https://www.youtube.com/watch?v=pvx3KExuz9c

- https://www.youtube.com/watch?v=EcI5L4HcTnc

- https://www.youtube.com/watch?v=dFND6L3wvV0

- https://www.youtube.com/watch?v=KKl9yqFOqOI

- https://www.youtube.com/watch?v=vqzrY1aRwZ4

- https://www.youtube.com/watch?v=y-SOsmeuAk0

- https://www.youtube.com/watch?v=mPAmjWtHHYs

- https://www.youtube.com/watch?v=XjJQBjWYDTs

- https://www.youtube.com/watch?v=2SrpARP_M0o

- https://www.youtube.com/watch?v=VhB3l1gCz2E

- https://www.youtube.com/watch?v=DPQsoc3jZvc

- https://www.youtube.com/watch?v=Shuplc9h8RQ

- https://www.youtube.com/watch?v=4JYyHa03x-U

- https://www.youtube.com/watch?v=ci7eKlNRiuw

- https://www.youtube.com/watch?v=0olaXMmU8Ck

- https://www.youtube.com/watch?v=S61DWBdgcJQ

- https://www.youtube.com/watch?v=t5ClQhK2suE

- https://www.youtube.com/watch?v=ueiwrWa3sSw

- https://www.youtube.com/watch?v=iwWMq4o7zkE

- https://www.youtube.com/watch?v=A9Op2KZCb88

- https://www.youtube.com/watch?v=vmQ8nM7b6XQ

- https://www.youtube.com/watch?v=bdQBurXQOeQ

- https://www.youtube.com/watch?v=CUc5iMWq9wU

- https://www.youtube.com/watch?v=V32xhSMhCXE

- https://www.youtube.com/watch?v=Wh-xdZzyjVI

- Kahoot: https://kahoot.it/

- Kuaderno: https://kuaderno.com/

- **Prezi:**

    - https://prezi.com/jrdpddf6ya2t/present-perfect/

    - https://prezi.com/ogjfwe23iej8/first-conditional/

    - https://prezi.com/sydwaqc06ytp/high-school-stereotypes/

    - https://prezi.com/lh8rcion-xrq/modal-verbs/

- **Web pages:**

    - https://learnenglishkids.britishcouncil.org/en/grammar-practice/comparatives-and-superlatives

    - https://www.walmart.com/cp/toys-for-kids-8-to-11-years/617942

    - http://www.toysrus.com/products/other-C3053760.jsp

    - http://insearchofinspiration.com/yang-liu-man-meets-woman/

- **Kizoa:** https://www.kizoa.es/

- **Google Classroom**

- **Google Drive**

- **Wix:** https://es.wix.com/

IMAGES: All images are taken from flickr (https://www.flickr.com/) except for:

    - http://course.iqdoodle.com/visual-alphabet/

    - https://www.slideshare.net/egschool/digital-citizenship-1657738

    - http://www.ekigunea.eus/eu/edukia/dbh2/english/eng-2-2/U/20?lang=en

    - https://en.islcollective.com/resources/printables/worksheets_doc_docx/occupations_pictionary/beginner-prea1-businessprofessional/38351