



**MASTER'S DEGREE IN TEACHERS OF COMPULSORY SECONDARY
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AND LANGUAGE TEACHING**

FINAL MASTER'S DISSERTATION: MODALITY 6

**Introducing Active Learning Strategies in the
EFL Secondary Education Classroom:
A Didactic Proposal**

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ABSTRACT

Throughout the history of education, many methodologies based on teaching approaches have emerged. Constructivism (Piaget, 1971; Vygotsky, 1978; Dewey, 1902; Bruner, 1901), in its pedagogical current, postulates the need to provide the student with new experiences that can overlap with their previous knowledge, to create new schemata and learn new concepts or create new ideas (Ajdini, 2021; Stapleton & Stefaniak, 2018). However, according to my personal experience during the Master's Degree internship period, a methodology based on memorisation and repetition of content where the focus is on grammar is still widely used in learning environments (Bérešová, 2021; Meneses, 2019). This type of instruction is known as the Traditional Methodology (Nie, 2011; Saira, Zafar, Hafeez, 2021), which is currently starting to be adapted towards innovative strategies such as Active Learning by, for example, using collaborative learning or the use of technology in the classroom (Trahasch, 2004; Mashau & Nyawo, 2021). Active Learning is based on releasing the teacher from the active role in the classroom, and letting students learn from experience (Brown, 2007; Kahrhoff, 2006; Bonwell & Eison, 1991) which is a theory supported by several studies in the pedagogical area (Hoellwarth & Moelter, 2011; Prince, 2004; among others). Despite this and the fact that the current legislation in Spain, specifically in the Valencian Community governed by the LOMLOE law (2020) and the curriculum established by the Document Pont of the Generalitat Valenciana, support the Active Learning methodology, the reality within some Secondary Education classrooms is far from implementing these strategies. Nowadays, some contents continue to be taught through repetition, memorisation, and evaluation. In particular, according to the experience in my internship period in the Secondary Education School Vicent Castell I Doménech, English as a Foreign Language is currently being taught from a linguistic perspective, departing from lexical and grammatical points, decontextualising the language and making the task of mastering the language arduous (Heidari, 2011). For this reason, with the objective of a future implementation of Active Learning strategies in the secondary education classroom in the subject of English as a Foreign Language in Vicent Castell I Doménech, a proposal based on Active Learning strategies has been elaborated. This pedagogical proposal is intended to create a Mediation Plan and is designed to be implemented in the courses of the fourth level of Compulsory Secondary Education in IES Vicent Castell I Doménech. Thereby, the present Final Master's Dissertation) focuses on the contextualisation and presentation of a Didactic Unit with these purposes.

Keywords: *English as a Foreign Language; Active Learning; Compulsory Secondary Education; LOMLOE.*

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LIST OF ABBREVIATIONS

AL	Active Learning
LOMLOE	Organic Law 3/2020 which Modifies Organic Law 2/2006 on Education
EFL	English as a Foreign Language
GBL	Game-Based Learning
PBL	Project-Based Learning
CEFR	Common European Framework of Reference

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Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing repackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

(Chickering & Gamson, 1987, p. 3)

1. INTRODUCTION

Instruction in language teaching has significantly evolved along the 20th century. Departing from the Grammar Translation method (Kelly, 1969; Kumaravadivelu, 2006; Larsen-Freeman, 2000; Richards and Rodgers, 2001; Stern, 1983; Titone, 1968), which is focused on translating written literary texts into the first language (L1, hereafter), extending to the Direct Method developed by Berlitz at the beginnings of the 20th century, focused on everyday spoken language (Krause, 1916; Stieglitz, 1955), to the Audio-Lingual Method, focused on sentence and grammar patterns (Larsen-Freeman, 2000 p.47-50), or the Cognitive Code Approach (Carroll, 1964, 1966; Chastain, 1971), focused on grammar rules. However, linguists soon discovered the importance of interaction, authentic communication and negotiation of meaning when learning new concepts (Chomsky, 1965; Hymes, 1966, 1971; Cummins, 1979), and presented the Communicative Language Teaching approach. This methodology that was born during the last decades of the 20th century, soon evolved into other approaches supported by the idea of communication being the centre of importance when learning (e.g.: content-based, task-based, and participatory approaches). Moreover, scholars discovered that it was of paramount importance to develop the teaching of learning strategies and cooperation in learning, in which process, experts proved that not everyone learnt by the same means, and so, the theory of the multiple intelligences was coined (Gardner, 1983).

Nowadays, Spanish education is regulated and based on the laws imposed by the Ministry of Education, promoting an inclusive education model with a methodology focused on teaching and learning content through a curriculum. In this curriculum, Secondary Education is treated as an essential part to become an individual belonging to society, involving various figures in the education of students, for example, teachers, family members, non-formal education professionals, etc. This legal framework proposes the implementation of active and cooperative methodologies that stimulate the educational process, making them protagonists of the learning-teaching process. Nonetheless, although the current legislation of the Organic Law (3/2020) of Secondary Education promotes an attitudinal change over the traditional methodology, focused on the role of the teacher as an active participant, there are still shortcomings in this extension. In this respect, traditional methodology is considered to rely on textbooks as only teaching materials, instruct students through repetition and memorisation, and perform the presentation of materials from specific aspects towards general aspects (for example, teaching particular linguistic points and practice the skill of

writing through putting the specific linguistic aspect into practice with predetermined topics) (Styrkina, 2019; Al-Juboury & Al-Saedi, 2018).

Additionally, the conventional teaching method used in the classrooms of the IES Vicent Castell I Domenech, as could be observed during the Practicum period performed during this Master's internship, does not contemplate learning through experience. Currently, teaching focuses on competences in isolation (i.e. production and comprehension of oral and written products), that although very important, lead to the focus on the division of language in aspects by categories such as grammatical or lexical. Regardless of this fact, the didactic and methodological proposals that develops the Decree 87/2015, are based on active strategies, where the learner is the true protagonist of the educational process, but, nevertheless, the internship period carried out in the Master's degree has shown me that the reality within the classrooms remains the same as 10 years ago, with little difference to when I was a student in the same high school. This aspect could lead to consequences that could be not only worrisome in the formal area of teaching (e.g.: little attention to certain aspects such as transversal skills that are left aside in the curriculum, or the poor results of students in some tests, etc.) (Ali, 2019) but also develops cross-cutting consequences such as that students suffer from demotivation, apathy and lack of control in their learning process (Yilmaz, 2017).

Despite the extensive amount of studies that demonstrate the efficiency of active teaching-learning in many aspects (Zhuang, & Xiao, 2018; De Caprariis, Barman, & Magee, 2001; Shaaruddin & Mohamad, 2017; Cooper & Brownell, 2016), this methodology seems to be quite far from being implemented in the educational system. The reasons behind this statement could be the wide range of changes that should be applied to the current education system or that simply designing a curriculum that implements real active learning (i.e. setting students as the main aim of the learning process) could be an arduous task. Taking this information into consideration, data on Active Learning was gathered in order to carry out a didactic proposal thought to be possibly implemented in the fourth year of ESO in IES Vicent Castell I Doménech. This particular group of students was the source of information, based on an Active Learning questionnaire adapted from Bonwell and Eison (1991), about what aspects of Active Learning were being implemented in the classroom. Results expressed that although demonstrated to be highly positive, Active Learning strategies were still scarcely enforced and henceforth, the justification for the present didactic proposal emerged.

2. THEORETICAL BACKGROUND

2.1 Constructivism

Active Learning has its origins in constructivism. Constructivists argue that learning is nothing more and nothing less than a process of "making meaning", and that learners develop existing knowledge to reach deeper levels of understanding (Ajdini, 2021; Li, 2019). This theory was defended by authors such as Piaget (1953, 1971) and his cognitive constructivism, Dewey (1902) who stated that the learning process should be relevant and within a meaningful context, Vygotsky (1978) and his social constructivism, Montessori (1907) and her four planes of development or the philosopher Rousseau (1762), whom stated:

The noblest work in education is to make a reasoning man, and we expect to train a young child by making him reason! This is beginning at the end; this is making an instrument of a result. If children understood how to reason they would not need to be educated. (Rousseau, J., p. 52)

According to Li (2019), constructivism is seen as the creation of experiences that facilitate the construction of knowledge, more precisely, a theory that states that learners construct knowledge rather than just passively take in information. That is, while the apprentice experiences the world and reflects on those experiences, the learners build their own visions and representations and incorporate them into their previous knowledge (i.e. their "schemas"). Another defender of this theory is Bruner (1961), who, in his book *The Process of Education*, essentially defended a teaching strategy where students (or any learner) understood, built and expanded their knowledge through their own existing knowledge. His vision was divided into 3 principles: first, that relevant material had to be incorporated to attract the learner's interest in order to carry out the learning process (readiness); second, that instruction should be based on what the apprentice should be able to acquire, that is, it should be adapted to the level of the students (spiral organisation); and third, that this instruction should be designed to encourage students to achieve higher-level thinking (going beyond information given).

The two most notable currents of this theory at hand, constructivism, which is the source of development for active learning, will be taken up and detailed in the next two sections (henceforth, section 2.1.1 and section 2.1.2). These two currents are cognitive constructivism and social constructivism, developed by Piaget and Vygotsky respectively.

2.1.1 Cognitive constructivism: the assimilation and accommodation theory

Known as one of the first theorists in constructivism, Piaget posits that humans create knowledge through the interaction between their experiences and ideas. He is the inspiration behind the radical view of constructivism according to the fact that he considers the individual at the center of knowledge creation and acquisition process (Piaget, 1953). Therefore, he argues that life is a continuous creation of increasingly complex forms and a progressive balancing of these forms with the environment. This, coined as the theory of assimilation and accommodation, is very similar to the active learning principles proposed by Dewey (1938) in progressive education, as opposed to the non-active education.

Following the lines of constructivism, Piaget stated that all organisms are born with a tendency to adapt to the environment through a biological adaptation process that goes on all the time (Piaget, 1953). This process differs on species, individuals and stages. Cognitive constructivism deals with the environment in terms of his present cognitive structure or schemas. Hence, the assimilation occurs when the coherent structure of knowledge incorporates a new experience versing into the initial stage of the process of learning. However, although the process of assimilation is the recognition of functional identity, for Piaget the learning process must be accompanied by a process of accommodation, which is the recognition of functional differences between the existing cognitive structures and new stimuli from the environment. Both of these processes are necessary and paramount for the process of adaptation to occur. The principle of adaptation obviously presumes activity on the part of the organism because modification of structures is never a passive reception of environmental stimulation according to Piaget (1971). Thus, for this first principle, learning is active, individual and personal, and is based on previously constructed knowledge (Pardjono, 2016).

2.1.2 Social constructivism: social context and the Zone of Proximal Development

Lev Vygotsky (1978), on the other hand, described the development of the individual through the process of internalisation of social norms, according to him “formal education is an essential tool of enculturation” (Blanck, 1990). For social constructivism, the process of learning only can be carried out within the context of an active and systematic interaction between the child and the instructor or teacher, which in order, must be in an organised way

(scaffolded) with the assistance of tools that will assist the reorganisation of his or her mental schemas. However, there are two different aspects in developmental levels: first, the result of completed development cycles; and second, the so-called potential level (Van Geert, 1994). Vygotsky differentiated between actual development, potential development of the child, and finally, the intermediate zone of proximal development.

Vygotsky defined the zone of proximal development as “the distance between the actual developmental level as determined by independent problem solving and level of potential development as determined through problem solving under adult guidance or in collaboration with capable peers” (1978, p.86). Therefore, the zone of proximal development based on Vygotsky’s theories, could be disseminated into the intermediate area between the tasks that a student can carry independently and those tasks in which students will need the assistance of the teacher or his/her capable peers (see Figure 1).

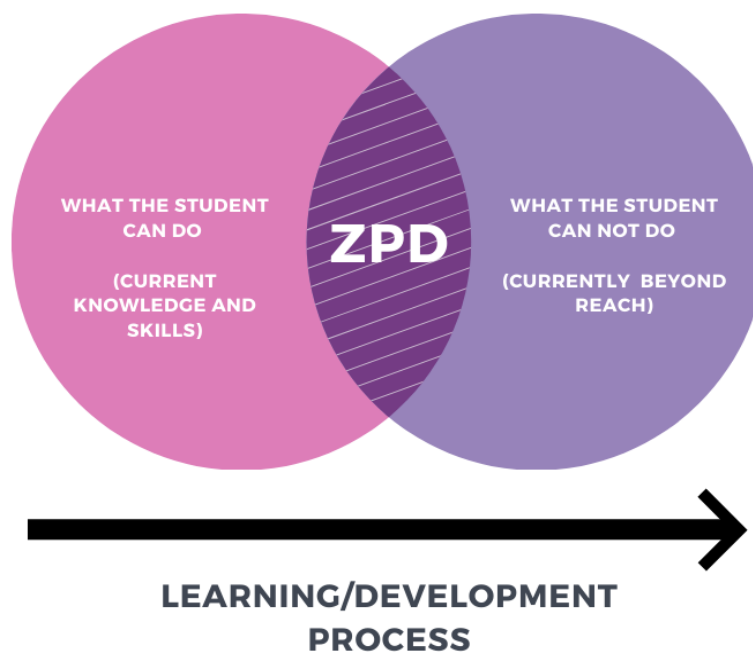


Figure 1. Visual description of Vygotsky’s (1978) definition of Zone of Proximal Development.

Hence, according to this theory, there is a marked distinction between the role of the student in the learning process, which can be only acquired through the active implication of students in the tasks that they are required to do. According to Blanck (1990) this was the most important contribution of Vygotsky, that is to acknowledge children as active agents in the education process. This construct lands its importance on the attention of the development of the self through enculturation and interaction, being these the base for social constructivism. This fact differentiates Vygotsky from Piaget in terms of the considered

aspects, while Piaget focuses on the biological mechanism that constructs mind, Vygotsky focused on “social intervention without any corresponding psychological, neurological, or biological changes” (Moll, 1994, p.335).

2.2 Active Learning

Active learning can be conceived of as a way of “learning that engages students and challenges their thinking, using a variety of activities” (Cambridge, 2021). According to Bransford (1999), the constructivist learning theory emphasises that individuals learn through building their own knowledge through connecting new ideas and experiences with previous existing knowledge to form new or enhanced understandings, and these principles are considered as the basis in Active Learning. Many researchers have defined the concept of active learning; Brown (2007) defines it as a form of learning in which learners are able to choose aspects regarding the learning process. Also, he associates Active Learning with a mental activity in which students need to use their mental capabilities in the process of learning. Bell and Kahrhoff (2006) consider that “active learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process.” (p. 1). Thereby, for these authors, the concept of active learning was highly related to the theory of significant learning.

Dee Fink (2003) designed a taxonomy of significant learning in which several aspects were considered to be an essential part of the learning process: learning how to learn, foundational knowledge, application, integration, caring, and human dimension. As seen in Figure 2, this Taxonomy of Significant Learning encompasses a large range of aspects that compile the factors that the learning process must include to be significant.

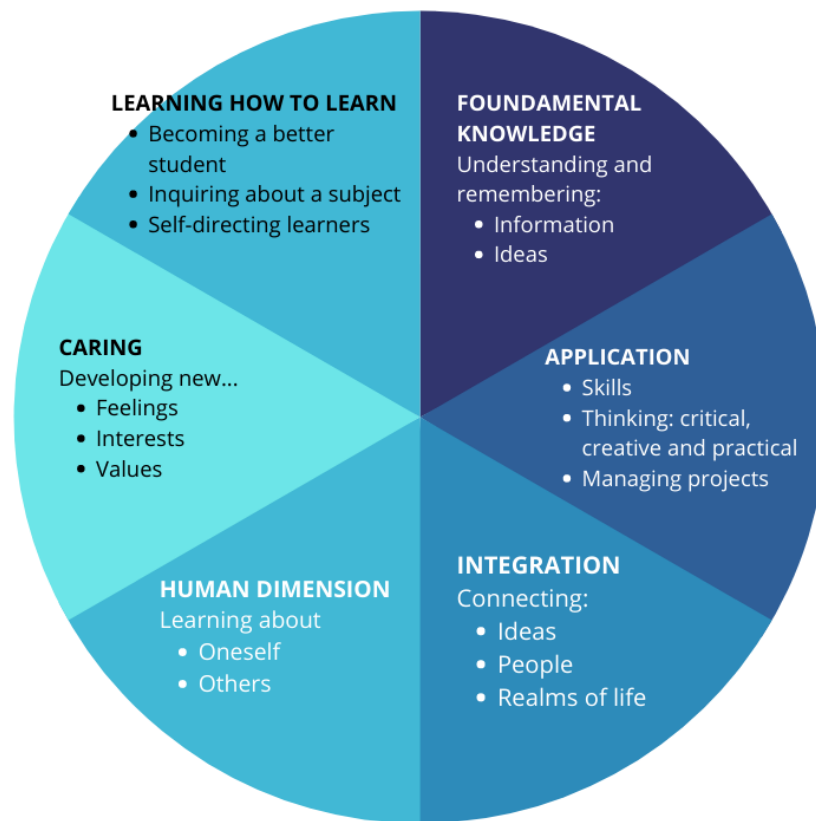


Figure 2. The Taxonomy of Significant Learning.

Adapted from: O'Connor, Mcewen, Owen, Hill, and Lynch (2011, p.29).

Hence, active learning is referred to as other resemblant terminologies to describe essentially the same process that encompasses the same aspects. Bell and Kahrhoff (2006) for example, noted that active learning was referred to as student-centered learning, collaborative learning, engaged learning, and problem-based learning.

In addition, Active Learning according to Huggett and Jeffries (2021) counteracts many of the factors that traditional teaching introduces in the classroom, such as the role of learners as a passive recipient. Moreover, according to various research such as that conducted by Belwal, Belwal, Sufian and Al Badi (2019) or Arjomandi, Seufert, O'Brien and Rossetto (2021) active teaching can be used to increase student engagement, which is also very related to other methods and strategies of learning. Language teaching approaches or methods such as the Communicative Language Teaching, the Task-Based Instruction, the Participatory Approach, the Experiential Learning Approach, the Cognitive Approach, the Student-Centered Approach, the Problem-Based Learning Approach, and the Flipped Classroom Approach are the ones, which we could consider that in a combined way have

some of the Active Learning fundamentals as according to Feltes and Oliveira (2019). These approaches can be briefly explained in Table 1.

Table 1. Language teaching approaches and methods that share fundamentals with AL. Source: Feltes and Oliveira (2019, p.7).

APPROACH or METHOD	BRIEF EXPLANATION
Communicative Language Teaching	Language is seen first and most importantly as a system for communication, thus social contexts are put on evidence and students will engage in role play or dramatisation to adjust their use of the target language to the appropriate social situation.
Task-Based Instruction	Students are given tasks to be completed and they must use the target language in order to be successful.
Participatory Approach	It is a student-centered approach similar to the content-based approach, but the content is any issue that comes from students' reality. It is based on Paulo Freire's work.
Experiential Learning Approach	Similar to the participatory approach, this framework arises from the teacher's desire of humanizing the classroom experience while students learn by doing.
Cognitive Approach	It aims at working with learners' autonomy and metacognition and language learning is seen as rule acquisition, not habit formation.
Student-Centered Approach	It encourages students' autonomy because the teacher is only a facilitator who guides students towards learning.
Problem-Based Learning Approach and Task-Based Learning	Students gain knowledge by trying to come up with a solution to a problematic situation or a final product.
Flipped Classroom Approach	Students learn the content at home through various media and come to class for discussions and clarifications.

As stated previously, such approaches and methods are closely related to the AL principles, which teachers along the years have been putting into practice in the aim of improving student's learning processes. However, there are many extrinsic factors that will trigger the success or the failure of such applications as can be the learner's age, motivation, nationality, or background. As stated by Feltes and Oliveira (2019) active learning "[...] does

not come into scene to dismantle or dismiss any other approach. On the contrary, it comes to elect the most active methods of all the already existing approaches and integrate them as a whole so that active methodologies can be developed in favor of classes that are able to engage students and help them become agents of their own learning.” (p. 8). That is, that AL does not entail a unique application of a method or an approach, but rather, a sum of strategies that induce students to employ their mental capacities as an active agent in the process of learning.

2.3 Benefits and consequences of Active Learning

Many researchers have come to the conclusion that active learning carries an important role in the process of an effective and significant learning process. Following this line, an important contribution to these studies is the learning pyramid, the Cone of Learning designed by Edgar Dale in 1969 (Figure 3). This pyramid emphasises that active learning methodology will help students remember at least 70% to 90% of what they have learned. His proposal includes that activities such as group discussions, presentations, simulations and tutorials contribute exponentially to students learning through elaboration.

The Cone of Learning

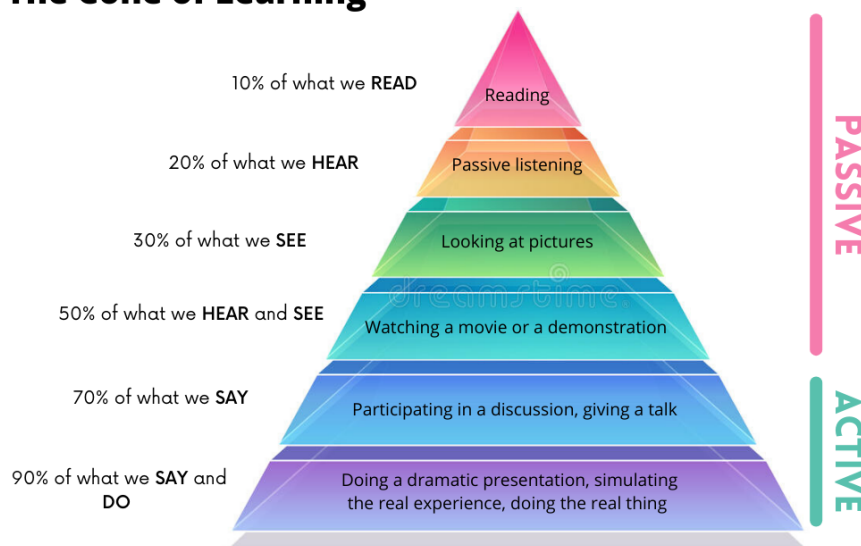


Figure 3. The Cone of Learning. Adapted from Dale (1969, p.108).

In turn, according to Lee and Reeves (2007), Dale (1969) defined three modes of learning: enactive, which is a direct, purposeful experience (i.e., learning by doing), iconic (i.e., learning through observation) and symbolic (i.e., learning through abstraction). According to Dale (1969) students that are only passively involved in learning such as in

lectures, readings, listenings, or the mere act of passive observation, retain only from 10% to 30% of what they have learned. Additionally, numerous researchers have discussed the use of active learning strategies put into practice in several experiments inside the classroom.

Hake (1998) found that students in classes that utilised active learning and interactive engagement techniques improved 25%, achieving an average gain of 48% on a standard test of physics conceptual knowledge, the Force Concept Inventory, compared to a gain of 23% for students in traditional, lecture-based courses. Prince (2004) carried out a study in which active learning and different activities held in PBL (Problem-Based Learning) and cooperative learning were tested, and found positive support for all forms of active learning methodology in *Does Active Learning Work? A Review of the Research*. Michael (2006), in reviewing the applicability of active learning to physiology education, found a "growing body of research within specific scientific teaching communities that supports and validates the new approaches to teaching that have been adopted" in *Where's the Evidence that Active Learning Works?*. Khamwan (2007) found that after training the students to use interactional strategies as tools for initiating their interaction, their responses to the teacher's questions were longer and more meaningful. Hoellwarth & Moelter (2011) showed that when instructors switched their physics classes from traditional instruction to active learning, student learning improved 38 percent points, from around 12% to over 50%, as measured by the Force Concept Inventory, which has become the standard measure of student learning in physics courses. Baepler, Walker and Driessen (2014) found that active learning approaches have also been shown to reduce the contact between students and teachers by two thirds, while maintaining learning outcomes that were at least as good, and in one case, significantly better, compared to those achieved in traditional classrooms. Additionally, students' perceptions of their learning were improved and active learning classrooms were demonstrated to lead to a more efficient use of physical space. Other studies, such as that conducted by Freeman et al. (2014) also demonstrated that Active Learning increased students' performance in science, engineering and mathematics. Furthermore, Wallace et al. (2021), came to the conclusion that in a comparison between students being taught by an active-learning instructor versus a traditional learning instructor, students who engaged in active-learning outperformed their counterparts in exam environments.

Overall, studies like these demonstrate that active learning is beneficial for switching education into a learner-centered approach, and also that real effective results in learning are

obtained through active learning. Accordingly, active learning fosters: 1) the improvement of overall academic achievement, students' engagement; 2) a positive influence on students' attitudes and study habits (Prince, 2004); 3) the retention of information for longer periods of time; and perhaps 4) develop critical thinking and problem-solving skills.

Moreover, regarding the subject matter for this dissertation that is the teaching of EFL (English as a Foreign Language), Swain (1985) avowed that language learning when learned through interaction, particularly in regards to understanding of reading and listening skills, was more effective. Following these lines, Ellis (1993) stated that interaction within the classroom leads to many advantages for language learning. An increase of motivation and initiative when working in groups in second language learners were proved by Long and Porter (1985), who also demonstrated that students felt less anxious about their learning process when using interaction within the classroom. Barbosa (2021) demonstrated that a neurodidactic proposal for the development of primary communication skills (based on the approaches of cognitive development included in Active Learning) got better final results than a averagely high didactic methodology, and that brain-based strategies (those referred to factors of cognitive development, strategies such as: talking about the concepts the students have learned, incorporation of visual elements, or using the physical body to learn, among others) enhanced the learning of the foreign language, in this case, English. Moreover, Active Learning has been demonstrated as efficient regarding students with learning difficulties, those belonging to the Specific Needs for Educational Support (In Spanish, NEAE), for example, Romero (2020) showed that dyslexic students tend to have a better performance when teachers target multisensory activities to assist them in their learning process related to grammar within the English sessions. Robledo and Gonzalez (2017) carried out a study in a Secondary high school in Ávila (Spain) in English as a Foreign Language Teaching, where students with Attention and Hyperactivity Deficit Disorder (ADHD) and dyslexia increased their abilities in the English language and their motivation to learn by implementing Task-Based Learning (TBL) pedagogy. In addition, many educators have come to the conclusion that an active learning environment can make students more creative (Bakir, 2011), and as stated, foster critical thinking (Walker, 2003; Tedesco-Schneck, 2013).

2.4 Essential components to teaching in Active Learning

Having adhered to the idea of implementing active learning as a methodology for the design of the improvement proposal developed in this dissertation, it should be added which

components are to be taken into account in relation to the theoretical development based on the findings of relevant authors in this matter. Despite the fact that this strategic methodology falls on specific types of activities, we must therefore first mention the broad features that it implies. According to Baviskar, Hartle and Whitney (2009) we must take into account several main aspects if we want to put active learning principles into practice, these are:

1) Elicit prior knowledge: New knowledge comes from existing knowledge that is transformed and adapted to create new schemas (ideas and concepts). That is, for this proposal, we must allow the students to use and recall knowledge previously acquired, for example, allowing them to speak using the language they already know, to learn new vocabulary.

2) Create cognitive dissonance: Knowledge is built as learners encounter novel problems and review existing schemas as they work through the challenging problem. Very related to the lastest point, the students need to find challenges when enduring the process of learning for it to be significant, as stated and demonstrated by authors such as Fink (2003) or Becerra and McNulty (2010).

3) Apply knowledge with feedback: Encourage students to evaluate new information and modify existing knowledge. Activities should allow for students to compare pre-existing schema to the novel situation. Following the course of incorporating evaluation and feedback in the learning process, students need to receive feedback in order to mold their learning correctly, leaving no space for evaluation and feedback to be the last step in the learning experience.

4) Reflect on learning: By providing students with an opportunity to show the instructor/teacher, peers, and themselves what they have learned. Hence, the actual final step is to demonstrate what has been learned by reflecting on the process, it could be by elaborating a presentation, a poster, or a self-assessment.

These principles are taken into account for the elaboration of the present proposal, found in section 3. However, there is still a main issue to be covered, which is the role that the instructor needs to acquire during the Active Learning process.

2.4.1 The role of instructors

According to Dewey (1938) basing education on personal experience hands the possibility of establishing more intimate contacts between students and teachers, and compared the participation of students in active learning to the participation in games. Rules

in games are seen as fixed and coming from outside, so students do not feel that the supervisor or teacher is chartering the rules arbitrarily. Since students in active learning classrooms are learning from experience in an enjoyable way according to constructivist theories, they are not aware of external controls or the actual rules that the teacher is directing to them.

The control of the classroom is developed through the relationship between students and the teacher(s); The two elements (communication system and student/teacher roles) are fundamental for an effective active learning development process. Dewey's and Piaget's theories claim that communication should be reciprocal, functioning both as teachers and learners. Hence, the student's role is to direct their own learning whereas the teacher's role is to guide and suggest (Dewey, 1938). Teachers must develop an environment for students to discover, continually evaluating the process of their learning, creating cognitive conflicts to induce thinking, and promoting social interaction (Weil & Murphy, 1982).

Cognitive and social constructivism regard the learners as expected to consider the information being taught and construct interpretation. Such interpretation is constructed by past experiences, personal views, and cultural background. The students are expected to construct knowledge by reflecting on these aspects guided by the help of the teacher, who holds the role of facilitator (Bauersfeld, 1995). The new role of facilitator held by the instructor/teacher is based on helping the student reach his or her understanding of the content independently rather than explaining the principle as occurs in Traditional Teaching techniques¹. The objective thus is to turn the emphasis away from the teacher and the content towards the student/learner (Gamoran, Secada & Marret, 2000).

According to Rhodes and Bellamy (1999): "A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners" (p.17-18). Thus, considered by constructivism and AL, the teacher must not abandon the student to discover the world alone

¹It is considered as "Traditional Teaching" when a teacher directs students to learn through memorisation and repetition thereby not developing their critical thinking, problem solving and decision making skills.

in free play, instead, the teacher must adapt to the role of guide, facilitator and/or suggestor inside of the classroom.

Ibrahim (2016) discussed teachers' roles and strategies that teachers serve to their students in the classroom, and concluded that positive results were held when teachers used strategies that made the learning process learner-centered, such as elicit prior knowledge or provide clear instruction and not lectures. Moreover, the study determined that participants assumed the role of teachers to be planners rather than counselors. This means that teachers are considered by this study to be in charge of designing the overall plan of action, but it is the students that must undergo the experience of learning by making their own decisions. Ellerani and Gentile (2013) also commented on the role of teachers as facilitators to develop empowering leadership supported by the method of cooperative learning, and concluded that such role enabled "improvement of teaching, distributed accountability, colleague support for accomplishing the tasks learned in the courses, participatory decision making, leadership empowerment, involvement in the organisation and identity creation" (p.17).

2.4.2 Techniques within the Active Learning Proposal

As can be expected, there are infinite activities that can be incorporated into active learning sessions, in this case, we will provide examples on the selected methodology, and techniques to put into practice that are related to the developed proposal.

Active Learning and teaching have several techniques (didactic procedures that intend to reach an objective) that comply with constructivist principles, such as: reciprocal teaching/learning, Inquiry-Based Learning (IBL), Problem-Based Learning (PBL), Project-Based Learning, Cooperative Learning and Flipped Classroom. These techniques can be put into practice during the practice of approaches mentioned above in section 2.2, where some language teaching approaches and strategies were mentioned. These, frame the student as a focus of action on the content: during reciprocal teaching/learning we help students to organise the content so that they must understand it in order to explain it to their peers; during IBL the learners ask their own questions and try to contribute their own answers by presenting evidence, they draw connections between their pre-existing knowledge and the knowledge they have acquired through the activity; The idea of PBL is similar to IBL, but in this case, learners will try to provide a solution to a real-world problem, which requires students to work together to devise a solution. In the same lines, Project-Based Learning consists in

creating a final product through tasks and activities according to planification. Cooperative Learning learners work together in small groups to maximise their own and each other's learning. Cooperative learning differs from typical group work in that it requires interdependence among group members to solve a problem or complete an assignment, which has been demonstrated to be effective for the process of learning (Nematjonov & Isroilovich, 2020; Febriyanti, 2018; Trimastuti, 2016; Yan, 2010). The Flipped Classroom technique where the teacher will act as a guiding mentor and students will learn by themselves in their selective manner and time (Goswami, 2021). Flipped Classroom reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor (Abeysekera & Dawson, 2015). In 2021, in a study carried out by Goswami, Flipped Classroom was found to be effective towards educational achievement and bringing novelty to the classroom. Moreover, the study demonstrated to be a useful tool to increase interest and concentration.

Taking all this information into account and keeping in mind the objective of this paper, which is to design a didactic proposal making use of Active Learning, the proposal is designed towards the following strategy, methodology, and techniques: (see Figure 4).

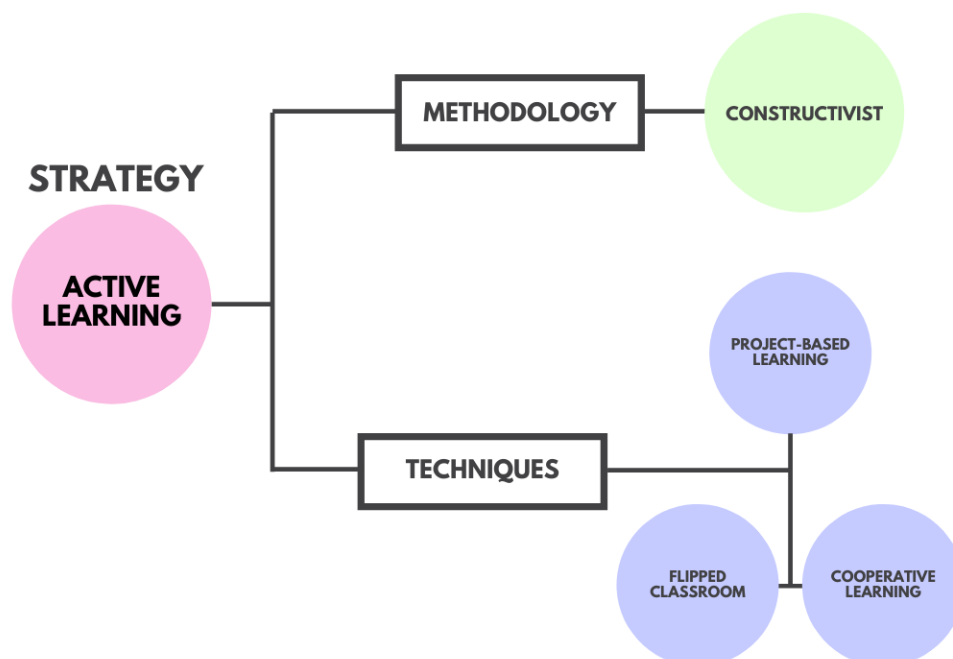


Figure 4. Visual scheme for the proposal's selected strategy, methodology and techniques.

However, in order to develop a proposal that could be able to guarantee a possible success, Bonwell and Eison (1991) developed a list in terms of instructional risk strategies entail: class time required, degree of planning, degree of structure, subject matter, potential for controversy, students' prior knowledge of the subject matter, students' prior knowledge of the teaching technique, and pattern of interaction and constructed their list on teaching techniques based on these two criteria: lower risk activities and higher risk activities.

Table 2. A Comparison of Low and High Risk Active Learning Strategies by Bonwell and Eison (1991, p. 6).

Dimension	Lower Risk Strategies	Higher Risk Strategies
Class Time Required	Relatively short	Relatively long
Degree of Planning	Carefully planned	Spontaneous
Degree of Structure	More structured	Less Structured
Subject Matter	Relatively Concrete	Relatively Abstract
Potential for Controversy	Less controversial	More controversial
Students' Prior Knowledge of the Subject Matter	Better informed	Less informed
Students' Prior Knowledge of the Teaching Technique	Familiar	Unfamiliar
Instructor's Prior Experience with the Teaching Technique	Considerable	Limited
Pattern of Interaction	Between faculty and students	Among students

Table 3. A Classification of Instructional Strategies By Levels of Instructor Risk by Bonwell and Eison (1991, p. 7).

Lower Risk	Higher Risk
Pause Procedure	Group Discussion (no structure)
Short Writes (portfolios, summarizing last lecture, readings, analytical lists)	Guided lecture
Thumbs up/down responses to statement	Individual/group presentations
Surveys or questionnaires	Pairs/groups develop applications related to lecture content
Formative (ungraded) quizzes	Pairs/groups write test questions related to lecture material
Think-Pair-Share	Students analyse a problem, poem, photography,

	etc.
Brainstorming	Students work a problem then evaluate each others' work
Pairs/groups develop an outline of the lecture	Role plays illustrating a concept from the lecture
Structured group discussions (specific questions provided)	Responsive lecture

Some of such activities (lower and higher risk) are considered and included in the teaching proposal developed in this paper. Some of the activities include group discussions, short writes, questionnaires, think-pair-shares, gamification, analysis of a problem, role-plays, among others.

Authors such as Weimer (2011), Yatsyshyn et al. (2021) or Rahmat (2020) have supported the idea that students should participate in activities such as discussions, claiming a wide variety of benefits such as engages students, promote preparation and critical thinking skills, it can be used to balance who is participating in class and how much, encourages dialogue among students, or even develops important speaking and leadership skills. Authors such as Robertson (2006) or Mundelsee and Jurkowski (2021) commented on the beneficial aspects of Think-Pair-Shares and Circle Chats, highlighting the important role of these strategies on increasing student interaction. In the same document, the authors hand the readers advice on how to implement both activities in class effectively for teachers to monitor comprehension. These activities can be seen as ice breakers since sometimes as teachers we can encounter students that are not comfortable sharing their thoughts or/and opinions openly in class with other peers, and since in these activities all the students have the opportunity to talk, such students would not feel as pressured to share their views.

Subsequently, another kind of strategy that is currently being implemented in the classroom in an exponential way is gamification. In gamification, we can make use of both physical materials that include traditional components (those that do not contain technology) and materials that include technological components. This difference in the selection of materials can lead to increase student motivation, among other benefits. According to Deterding et al. (2011): “Gamification is the use of game design elements in non-game contexts.” (p. 2), in which several elements intervene: game, element, non-game context, and

design. The Merriam-Webster Dictionary defines gamification as “the process of adding games or gamelike elements to something (such as a task) so as to encourage participation”.

However, gamification not only entails one benefit, also, several studies have demonstrated to increase motivation in students (Chapman & Rich, 2018), as well as encourage students to achieve collaborative work to assess group work if the selected game is biased towards such objective (Moccozet et al., 2013). A study conducted in 2020 by Rahmani on gamification and English learning context concluded that gamification resulted beneficial for students improving motivation, promoting positive attitudes and better performances, fostering 21st-century skills and better cognitive achievements. Also, this study indicated that gamification encouraged social interaction and independencies, improving competitiveness among students during the learning process. Gamification, thereby, could be collected under the circumstances of Game-Based Learning (GBL), which is, the use of active learning and the use of games inside the classroom with the intention of increasing students’ enjoyment towards the lessons and the study of language, in this case, English as a Foreign Language (EFL) taking into consideration that games are by themselves potentially motivating elements (Saputro, Salam, & Zakaria, 2017).

As can be seen, gamification and/or GBL are usually mentioned next to the concept of motivation, a concept that is also commented upon the theoretical lines on constructivism if we consider that the base of constructivism is teaching and learning on the concept of experience to establish connections between previous knowledge and new input to form new schemes. Social constructivism focuses on the idea that each learner is motivated differently; Students are expected to make their own choices about action in ways that make sense to them (Williams & Burden, 1997).

Thus, motivation regarding the discipline of language teaching and learning is seen by Williams and Burden (1997) as “a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)” (p. 23). These authors claimed that motivation is linked to the effort that individuals make to achieve a previously set learning objective. Several studies have interpreted the value of motivation within the academic performance and concluded that it is a paramount factor regarding the prediction of academic results improvement (Appleton, Christenson & Furlong, 2008; Fredricks,

Blumenfeld & Paris, 2004; Furrer & Skinner, 2003; Reeve & Tseng, 2011; Steinmayr. & Spinath, 2009; Vivar, 2013; Wentzel, 2012).

2.5 The role of online technology in Active Learning

As mentioned above, the curriculum for Secondary Education established by the Decree 87/2015 establishes competences and skills as objectives, among these, is that of Information Processing and Digital Competence. Said competence is directly linked to the transversal competence mentioned in the Royal Decree 1105/2014 on Information Communication Technologies (ICTs). So, on the one hand, we have that technology must be considered as a fundamental part of the classroom, since current regulations consider it as such, including it in its curriculum. Moreover, in the Relevant Aspects document of Decree 87/2015 it is mentioned:

The didactic and methodological proposals that develop the **active methods**, where the apprentice is the true protagonist of the educational process, will ensure that the learning tasks carried out by the students develop real products with cultural, artistic, social and human value, that enable their participation in true social practices that guarantee interaction and communication with the environment and the community.

These active methods must be supported by a cooperative organization of learning activities, which strengthen the interaction between equals and with other members of the educational community and the environment, so that, through the joint resolution of tasks, the members of the group develop new knowledge, skills and strategies that they can apply to similar situations in formal and non-formal contexts. (p. 5)

Taking into account this fusion between the active methodology specified in the curriculum of the Valencian Community and the consideration of digital competence, a need to detail what role technology entails in Active Learning is established.

Currently, technology has become part of our daily lives, however, regarding the use of technology there is still a lot of ground to cover in terms of implementation within the classroom. Personally, I have been able to observe during my internship that the use of technologies was restricted to teachers, since the students did not really use them. That is, the students were not involved in tasks that entailed the processing of information online, and neither were involved in the use of electronic devices, unless it was within the computer

room. Even so, by "use of technology" we can consider a great variety of strategies that are collected within the concept of Active Learning.

The most important contribution to the matter of technology and education regarding Active Learning was the project TEAL (Technology-Enhanced Active Learning) (Breslow, 2010). TEAL is a methodology developed and adopted by the Massachusetts Institute of Technology in Boston for teaching science subjects at university. According to the University of New Hampshire (2021) or authors such as Huang, Yongbin, and Yang (2015) the idea of introducing technology-rich classrooms can enhance student engagement and create an opportunity for teachers to implement various active learning exercises using such technology. In its beginnings, TEAL was used in the scientific educational branch to solve the problems that passive learning presented. According to its founders, students experienced difficulties in learning physics because they must fully understand concepts and principles of the physical world that were sometimes impossible to see (as in electromagnetism phenomena) and often difficult to comprehend.

Azizan (2010) claimed that by incorporating technology in the physical classroom, instructors are providing extra resources for the students, which later to an enhancement in learners' confidence and competence as well as improving the learning quality. However, Shaaruddin and Mohamad (2017) considered this information to define blended learning as the facilitation of teaching and learning process using a combination of blending face to face (f2f) and online methods. Nevertheless, blended learning comprises only one of the five elements that, according to Hassan et al. (2018) make up the TEAL. For the authors Hassan, Puteh and Sanusi (2018), TEAL has five main elements:

Table 4. Key Elements of Technology Enabled Active Learning (TEAL) by Hassan, Puteh and Sanusi (2018, p.3).

No.	Element	Descriptions
1	Online learning	Students can build social and interpersonal skills to find information, learn through the internet and share information in online conferences.
2	Blended learning	Students are able to build organisational and management skills in face-to-face learning by using online technology.
3	Collaborative learning	Students are able to build communication skills by sharing opinions and working together in teams to

		build motivation and control their emotions.
4	Laboratory learning	Students can build technical skills in applied technology equipment/machinery to create a hands-on practice.
5	Interactive learning	Students are able to build cognitive, creative and critical thinking skills in using multimedia software to produce a project or product.

Therefore, the role that technology contributes in Active Learning, based on the information provided by the authors and considering TEAL (2020) and the several studies conducted to test its efficiency (Lee, Dabelko-Schoeny, Roush, Craighead & Bronson, 2019), could be classified as beneficial since:

1. Technology enhances students' engagement.
2. Technology builds social, interpersonal and intrapersonal skills.
3. Technology builds organisational and management skills.
4. Technology builds communication skills.
5. Technology builds social skills and/or teamwork.
6. Technology builds motivation and emotional control.
7. Technology builds technical skills in applied technology equipment/machinery.
8. Technology builds cognitive, creative and critical thinking skills in using multimedia software.

2.6 Active Learning in the Spanish educational system

According to El Economista (2020) in the current educational panorama in Spain there are a total of 28,534 non-university, public and private educational centres. This means that within that number we find nursery and primary education centres, centres that have primary and ESO, centres that have ESO and high school and educational centres that house all levels from primary to high school. Special education centres and specific distance education centres are also included. Within this total figure, due to the matter that involves us, a total of 1,845 centres (1,425 from the public network and 420 from the concerted one) belong to the Valencian Community.

After an exhaustive online search in order to find educational centres in which an active methodology is practised, I have only been able to find a short list of 30 public and private educational centres in which this practice is carried out (Educación 3.0, 2021). These centres are mainly distributed in the communities of Catalonia, Madrid, the Basque Country,

Castilla y León, Andalusia, Teruel, Galicia, and the Valencian Community. The two educational centres where Active Education is practiced are located in Alicante (Elche and Orba respectively). While the centre located in Elche (CEIP Princesa de Asturias) only covers primary education, the second centre (Centro Ojo de Aguja) educates children and young people from 3 to 18 years old.

Without having been successful in the search for more centres that have a constructivist theory of education, it could be assumed that only 0.10% of the 28,534 educational centres in Spain strictly practice Active Learning. This means that although the Spanish regulations include a methodology focused on the active participation of students, most high schools continue to teach classes where the focus of attention in the classroom is the teacher/instructor, in which evaluation is part of the final result.

3. DIDACTIC PROPOSAL

3.1 Context

The Secondary Education High School to which this didactic proposal is divided to be targeted is IES Vicent Castell I Doménech (or, extensively, in a centre where the students show a similar profile), a public high school located in Castellón de la Plana, in the street Illa Baleato, number 18. Students can come from four different Primary Schools that are assigned to this centre: Primary School of Antonio Armelles and Primary School of Estepar, both in the same neighborhood, of a middle social class and which alternate Spanish and Valencian as the main language; and Primary School of Benadressa and Primary School of Carles Selma, mostly with Spanish-speaking students. This Secondary Education Centre has a total number of 768 students and 82 teachers.

At the IES Vicent Castell I Doménech centre, classes are still taught using textbooks as the main learning resource, although the use of projectors and projected textbooks has been incorporated as an innovative resource. Their function is to project the pages in order to make use of an interactive aspect, however, students who use this resource, only the teachers are allowed to touch and interact with them. Nonetheless, some teachers try to incorporate novelties into the educational process but do so independently. During my stay in the internship period, my internship supervisor started a project based on an organic garden with one of the groups, which has been very beneficial and satisfactory for the students. In it, students grew fruits and vegetables, apart from practicing the English language. However, this project was the closest that students have been to an active methodology, which was only being applied to one single group.

3.2 Target group

The educational level that has been taken as a reference for the design of this didactic unit is 4th of ESO. These groups are composed of approximately 25 students who are on average 16 or 17 years old. According to the Common European Framework of Reference for Languages (CEFR) these students were within a B1 level.

3.3 Methodology

Taking this group as a reference, it is considered that the methodology used within the classroom is similar to the traditional one, since it is based on textbooks, they are teacher-centered, learning is expected through memorisation and repetition, and the focus of

learning is in the result rather than in the learning process itself. It is here where the didactic proposal aims to strike the change.

As mentioned in previous sections, the strategy chosen for the didactic proposal is one that uses active learning, which is Project-Based Learning (PBL), cooperative learning and, in some of the sessions, Flipped Classroom.

3.4 Justification

In Decree 1105/2014, it is established that the recommended methodology needs to be biased towards the active involvement of students, but as it was mentioned, the reality within the classrooms is that students may be continuing to maintain a mostly passive role. Bonwell and Eison (1991) developed a list of aspects considered necessary to qualify as "active" in the learning process given in the classroom. These aspects included:

- I. Students are involved in more than passive listening.
- II. Students are engaged in activities (e.g., reading, discussing, writing).
- III. There is less emphasis placed on information transmission and greater emphasis placed on developing student skills.
- IV. There is greater emphasis placed on the exploration of attitudes and values.
- V. Student motivation is increased (especially for adult learners).
- VI. Students can receive immediate feedback from their instructor.
- VII. Students are involved in higher order thinking (analysis, synthesis, evaluation).

These, in turn, were considered as the starting point to elaborate a small questionnaire (see Appendix 1) to collect information based on observation within the classroom. This observation period on the issues above mentioned was carried out during the internship period, in which I was able to observe classes imparted by other teachers on the different groups of 4th of ESO (the questionnaire was answered taking into account one of the 4th of ESO groups (group D), given that they were all very similar).

Subsequently, the questionnaire results were adapted to indicators based on the active learning theory. The objective behind this task is to unveil if the methodology being applied in the classroom was that of an active learning approach, and if students were participating in the classroom as active agents. The results obtained clearly stated that according to the aspects

aforementioned, students were still far from being following an active methodology. That is, from the 8 indicators, 34 questions were elaborated to which 9 (26.47%) items were positive to active learning, whereas 25 (73.52%) items were negative towards active learning. The results were classified into two qualitative categories: positive and negative. Positive scores indicate that the methodology applied in the classroom is similar or carries the same opportunities for students to be active agents, whereas negative scores indicate that the methodology fails or discourages to implement active learning values.

According to these results², aspects such as if students are involved in more than passive listening (2 positives against 2 negatives), if students are engaged in activities (2 positives and 4 negatives), and the exploration of attitudes and values (3 positives against 2 negatives), are demonstrated to be equilibrated or, at least, having proportional value among the methodology used in the classroom and that of an active approach. Per contra, in accordance to the results, there are items that are left aside by the implemented methodology, aspects that are considered necessary to qualify as "active" in the learning process given in the classroom. The results state that the aspects that suffer from greater disregard are: greater emphasis placed on developing student skills (with 0 positive results, and 4 negative results), student motivation is increased (with 1 positive result and 4 negative results), students receiving immediate feedback (with 0 positive results and 2 negative results) and finally, students are involved in higher order thinking: analysis, synthesis, evaluation (with 1 positive result and 7 negative results). Nevertheless, the results imply that four out of seven aspects, considered to be effective and positive towards the learning process, are being underestimated.

These results, signify that teaching and learning aspects such as the importance of developing students' skills, student motivation, feedback as a tool for learning, and the valuation of making students engage in higher order thinking situations, could not be considered with the amount of relevance as it should. Thereby, in turn, these assumptions are the starting point for my proposal.

² No specific data of this questionnaire and these results are presented in a Results section of the Master's Final Project due to the fact that this is not an action research Master's Final Project, but a didactic-proposal-based Master's Final Project Nevertheless, this questionnaire is considered as an important component to substantiate the didactic proposal, as it helped me to unveil particular areas in need of extra attention, thereby providing the grounding basis upon which to design and create it.

The present proposal tries to defend the observed aspects of the active methodology that could be set aside or ignored in the 4th of ESO classroom in IES Vicent Castell I Doménech. In addition, and based on a personal observation during my internship period, various aspects could be improved towards the application of active strategies, such as:

1. Lack of real-life-based materials, since it only relies on school textbooks.
2. The treatment of language skills in isolation.
3. That the assessment is seen as a separate activity.
4. Lack of fostering critical-thinking, problem solving, and decision making.
5. Lack of valuation for interaction and communication.
6. The central role of the teacher, when it is the student who must perform the action of learning.
7. Learning through memorisation and repetition.

These aspects will be considered the basis of the design for the following proposal in IES Vicent Castell I Doménech. Through the didactic proposal that is elaborated in this paper, an attempt will be made to cover these "gaps" that the traditional methodology leaves behind for the subject of English as a Foreign Language (EFL).

3.5 Objectives

The main objective of this paper is to design a proposal to include active learning strategies in the learning environment of the Secondary Education classroom that increases students' engagement in the learning process.

Hence, to carry out an active methodology within the classroom, the need to propose a didactic improvement that implements those ignored aspects in the current panorama of Secondary Education centre of IES Vicent Castell I Domenech. That being so, those aspects considered in the previous section as lacking are considered also as objectives. Thus, within the formal and strict aspects of the proposal are:

- To include the usage of real-life-based materials.
- To include the integrated treatment of skills.
- To include assessment/evaluation as a part of the learning process.
- To trigger critical-thinking skills, problem solving and decision making.
- To consider the value of interaction and communication.
- To promote the shifting of the center role from the teacher to the student.

- To foster the teaching/learning process through experience.

3.6 Teaching proposal

In accordance with the provisions of the previous sections, the students to whom this active learning proposal will be addressed have a language level that varies between level B1 (according to CEFR, Threshold).

Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Figure 5. Information on the global scale of B1 and B2 levels according to CEFR, by the Council of Europe (2020, p.175)

Nonetheless, and as the CEFR mentions in the same document, it must be detailed what kind of concepts can be dealt with at these levels in order to increase the ability of students in a scaffolded³ way. According to the CEFR, B1 level speakers are generally able to: (See Table 5).

Table 5. Common Reference Levels by the Council of Europe (2020, p.47-116).

UNDERSTANDING	Listening	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	Can understand texts that consist mainly of high frequency everyday or job- related language. Can understand the description of events, feelings and wishes in personal letters.

³ The term "scaffolded" is referred to as a type of organisation of the elements in the unit in which the concepts go from easier to more complicated to achieve effective learning towards the next level of language (B2).

SPEAKING	Spoken Interaction	<p>Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field.</p> <p>Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p> <p>Can express thoughts on more abstract, cultural topics such as films, books, music, etc.</p> <p>Can exploit a wide range of simple language to deal with most situations likely to arise while travelling.</p> <p>Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects.</p> <p>Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding.</p> <p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated language directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p> <p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed directions.</p> <p>Can obtain more detailed information.</p> <p>Can offer advice on simple matters within their field of experience.</p> <p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</p> <p>Can summarise and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.</p> <p>Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.</p>
	Spoken Production	<p>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.</p>
WRITING	Writing	<p>Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Can clearly signal chronological sequence in narrative text.</p> <p>Can give a simple review of a film, book or TV programme using a limited range of language.</p>

		<p>Can give accounts of experiences, describing feelings and reactions in simple, connected text.</p> <p>Can give a description of an event, a recent trip – real or imagined.</p> <p>Can narrate a story.</p> <p>Can produce short, simple essays on topics of interest.</p> <p>Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion.</p> <p>Can summarise, report and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</p>
MEDIATION	Overall	<p>Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</p> <p>Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.</p> <p>Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.</p>

To this information and the data on the level to which this unit is going to be directed, it is added that the new educational law known as the LOMLOE put into effect from January 19 (2021) makes special mention of promoting the inclusive education, based on respect for others and the promotion of emotional intelligence. The centre already has a team trained in conflict mediation, but the LOMLOE mentions that the ability to interact with others on an equal footing and progressively acquire basic guidelines for coexistence and social relationships, as well as exercising the use of empathy and the peaceful resolution of conflicts, avoiding any type of violence, must be common to all students. This statement has been modified from section e) of article 13 and a new section (h) is added, with the following wording:

"h) Promote, apply and develop social norms that promote gender equality."

This idea is repeated throughout the LOMLOE document, as in article 1, where several sections such as (b), (e) and (k) were modified aiming to promote the resolution of conflicts and formation towards its resolution, referred as to:

«(b) Education in respect for fundamental rights and freedoms, in equal rights and opportunities between men and women, and in equal treatment and non-discrimination of people on the basis of birth, racial or ethnic origin, religion, conviction, age, disability, sexual orientation or identity, illness, or any other condition or circumstance. »

«(e) Training for peace, respect for human rights, life in common, social cohesion, cooperation and solidarity among peoples as well as the acquisition of values that promote respect for living beings and the rights of animals and the environment, in particular the value of forest spaces and sustainable development.»

«(k) The preparation for the exercise of citizenship, for the insertion in the society that surrounds him/her and for the active participation in the economic, social and cultural life, with a critical and responsible attitude and with the capacity to adapt to the changing situations of the knowledge society.» " (LOMLOE, 2021).

This new educational law is therefore a starting point to integrate transversal elements that help us to train students towards the knowledge of a language (in this case, English), but also towards the exercise of becoming a citizen of the society that respects human rights and its environment. It is here, then, where the idea of training students emerges with the main objective that they develop an intervention plan, respectful and inclusive, with which they can count on to be able to solve their own conflicts, without the need for intervention by an external mediation team. This didactic unit will contain a small training in basic elements such as mediation, emotional intelligence and strategies on emotional management.

The reason why this project could be beneficial for students is that it is expected to be motivating and effective, as it happens in gamification, where the rules are imposed by an external agent other than the teacher and these are not questioned. If the students are in charge of establishing the plan and rules themselves in a democratic way, the action plan is more likely to be carried out in the future in the possible emergence of a new conflict. Thus, a total of 9 sessions have been designed to foster active learning through activities and tasks focused on the process and the student. The sessions are distributed as follows:

Table 6. Distribution of sessions and timing.

SESSION 1	55'	What is a CONFLICT?
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SESSION 2	55'	What kinds of conflicts are there?
SESSION 3	55'	The emotions
SESSION 4	55'	Emotional Intelligence
SESSION 5	55'	Talking about <i>good</i> communication
SESSION 6	55'	Starting designing: Mediation Plan
SESSION 7	55'	Finishing designing: Mediation Plan
SESSION 8	55'	Test your plan!
SESSION 9	55'	Design a digital poster
SESSION 10	20'	Self-assessment and Teacher Evaluation

A more detailed description of sessions is introduced. The sessions are distributed in tables which include the information regarding number of session, timing, objectives of the session, activity, scenery grouping, explanation of the activity and materials. Thus, a detailed description of sessions can be observed in the next pages.

SESSION: 01. TIMING: 55’.	OBJECTIVES: <ul style="list-style-type: none"> Promote active learning strategies. Set the topic: what is a conflict? To include the usage of real-life-based materials. To include the integrated treatment of skills. To implement assessment/evaluation as a part of the learning process (learning journal). To trigger critical-thinking skills, problem solving and decision making. To foster interaction and communication among students. To promote the shifting of the center role from the teacher to the student. To foster the teaching/learning process through experience. 		
ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION	MATERIALS	
1	Brainstorming: CONFLICT (10’)	<p>Individually.</p> <p>The teacher will write the word "conflict" silently on the green classroom board. Afterwards, the teacher will ask students to write every concept that comes to mind with the word conflict on a white piece of paper. They cannot ask the teacher how concepts that they do not know are written or said, they must search for these concepts on their mobile device. After finishing, the students will read their ideas aloud. Each student will have to listen carefully to other students.</p>	Chalk Green board Paper Pencil/pen Mobile phone/tablets Internet connection
2	Provide a definition: CONFLICT. (10’): Think-Pair-Share	<p>In pairs.</p> <p>Students should in pairs, after listening to their classmates, develop a formal definition of the term "conflict" from the information collected and from their point of view.</p>	Paper Pencil/pen
3	<u>Watch the video</u> and tell (15’).	<p>In pairs.</p> <p>After watching the video, the pair must make a list of the things that have caught their attention the most and a list of the aspects they would like to include in their own class. After this, these aspects will be put in common and a list of common aspects will be drawn up collectively, with ideas from all the class pairs. In the video, there is a conflict between a Jewish kid, who argued with another kid that was not from his same religion and who took away his <i>kippah</i>. Students must discuss this matter regarding cultures.</p>	Computer/Projector Speakers Video: <i>Students Learn the Skill of Conflict Resolution</i> Paper Pencil/pen Internet connection
4	Set the rules (10’).	<p>Collectively.</p> <p>From the list of aspects that they would like to include in their own class, collectively, the class should make a list with the rules that they consider pertinent to carry out a session based on respect and empathy.</p>	Paper Pencil/pen

5	Assignment of roles (10'). Learning group journal (see Appendix II)	<p>Collectively.</p> <p>Students will be explained the different roles for group work: material manager, speaker, writer, time keeper, and volume controller. Students will be divided into groups of 5 people (25 students = 5 groups of 5). Each group, at the end of class, should start a learning journal in which they should write the best definition they consider for conflict and what has been done during the session in a short way (3-4 lines).</p>	Paper Pencil/pen
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SESSION: 02. TIMING: 55'.	OBJECTIVES: <ul style="list-style-type: none"> ● Promote active learning strategies. ● Introduce students into the possible typologies of real conflicts that can occur. ● To include the integrated treatment of skills. ● To implement assessment/evaluation as a part of the learning process (learning journal). ● To trigger critical-thinking skills, problem solving and decision making. ● To foster interaction and communication among students. ● To promote the shifting of the center role from the teacher to the student. ● To foster the teaching/learning process through experience. 		
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ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION	MATERIALS
1	<p>Review + researching information (10')</p> <p>Collectively.</p> <p>The class should begin with a brief summary of what happened in the previous class, which the group's spokesmen will do. Each group will contribute their chosen definition of conflict. After this, the groups will be given 15 minutes to conduct a search on the most common types of conflicts. This search can be carried out through their mobile devices or with tablets provided by the technology department (which the centre owns).</p>	Paper Pencil/pen Mobile phones/tablets Internet connection
2	<p>Sharing + discussing (20')</p> <p>Collectively.</p> <p>The whole class will have to put in common and elaborate a short scheme/list with the main typologies found (Ex.: bullying, sexism, racism, homophobia, etc.). Students also should debate on why they are different, and if they believe that the same conflict has the same importance in other cultures; for example: sexism in other countries, or racism in other countries (for example: students could comment on EEUU's situation with people of color and the case of George Floyd).</p>	Paper Pencil/pen
3	<p>My conflict is... (5')</p> <p>Individually.</p>	Paper

		Students must write anonymously on a piece of paper a conflict with which they have had to find themselves in the classroom or in the vicinity of the school.	Pencil/pen
4	Find me a solution (20') Learning group journal	In groups. With the role groups, students will randomly choose one experience per person (from 4 to 5), and try to define the cause of the conflict in one word (Ex.: racism, sexism, bullying, cyberbullying, homophobia, etc). After doing this, the students should decide on a unanimous solution among the group that is effective for them and note the group remarks down in their learning group journal (see Appendix 2).	Paper Pencil/pen
5	*Flipped classroom activity: List it up! (No timing)	In groups. Each group should reduce the experiences discussed by the group to the list of typologies previously proposed in class by all classmates (i.e. from two to three typologies in total).	Paper Pencil/pen Mobile phones/tablets Internet connection

SESSION: 03. TIMING: 55'.		OBJECTIVES: <ul style="list-style-type: none"> ● Promote active learning strategies. ● To talk about emotions. ● To include the usage of real-life-based materials. ● To include the integrated treatment of skills. ● To implement assessment/evaluation as a part of the learning process (learning journal). ● To trigger critical-thinking skills, problem solving and decision making. ● To foster interaction and communication among students. ● To promote the shifting of the center role from the teacher to the student. ● To foster the teaching/learning process through experience. 		
ACTIVITY + TIMING		SCENERY GROUPING + EXPLANATION		MATERIALS
1	Review + elaborating a final list (10')	Collectively. All groups should present their final lists and read aloud the solutions proposed in the last activity. Others will have the opportunity to actively listen and contribute their ideas to the solutions provided.	Paper Pencil/pen	

2	Reading: Diary of a Wimpy Kid #11: Double Down (5') (see Appendix III)	Individually. Students will be presented with a real piece of young adult literature (Diary of a Wimpy Kid # 11: Double Down by Jeff Kinney). With this reading we intend to include real materials in the classroom that promote humor, closeness to their experiences and if given the circumstances, encourage their curiosity about reading. The students during my practice period received instruction in reading strategies, so it is implied that these students already have strategies for reading comprehension. In addition, students will be able to use their devices and dictionaries to search for those terms that they do not know.	Mobile phones/tablets Printed copy: reading: <i>Diary of a Wimpy Kid #11: Double Down</i> , by Jeff Kinney.
3	Comprehension check (10')	In groups. Students must answer 4 questions on 4 flashcards. As long as one student holds a flashcard, the other students should not interrupt the speaker, so everyone will have their turn to answer the question. The student in charge of the role of writer must collect, once the question round is over, the group's responses. 1) What is happening? 2) Can you describe the bully? 3) Do you think that the solution that Mom gave is good? Why? 4) How do you think that the Kid is feeling?	Paper Pencil/pen Flashcards (see Appendix 8)
4	Role-play (20')	Collectively. The students will have to act out a small role-play of 2-3 minutes in which they contribute a solution to the problem of the Wimpy Kid. One of them will play the Wimpy Kid, whereas the others will act out different roles regarding the solution. Students should explain what steps they have taken to come up with that solution and how they expect it will contribute towards a resolution.	Paper Pencil/pen The Wimpy Kid reading
5	Talking about feelings (10' = 2/3 minutes per student) Learning group journal	Collectively. After presencing the role-plays, students have to discuss emotions regarding the process of the conflict. Each student reflects on the application of this concept within her/his life. She/he then shares with their groups his/her ideas. Feedback (questions of clarification, paraphrasing, etc.) is required before the next student can share his/her thoughts. Then all students draw conclusions and share those conclusions.	Paper: learning group journal Pencil/pen
6	*Flipped classroom activity: Answer and check! (No	In groups. Students must answer the following questions searching for the answers on the web (Each group will need to write down the sources of their information and organise it according to the question). Students must	Paper Pencil/pen Mobile phones/tablets/computer

	timing associated)	<p>work in groups to hand answers in English so the teacher can introduce emotional conscience and emotional regulation activities.</p> <ul style="list-style-type: none"> ● What is emotional intelligence? ● What do you consider emotional intelligence? ● What are the 8 basic emotions? ● Can you find more emotions? Which? 	Any meeting program (if students meet online). Internet connection
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SESSION: 04. TIMING: 55’.	OBJECTIVES: <ul style="list-style-type: none"> ● Promote active learning strategies. ● To introduce the students into emotional intelligence. ● To include the usage of real-life-based materials. ● To include the integrated treatment of skills. ● To implement assessment/evaluation as a part of the learning process (learning journal). ● To trigger critical-thinking skills, problem solving and decision making. ● To foster interaction and communication among students. ● To promote the shifting of the center role from the teacher to the student. ● To foster the teaching/learning process through experience. 		
ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION		MATERIALS
1	Guided debate (10’)	<p>Collectively.</p> <p>Students should conduct a debate following the following questions:</p> <ol style="list-style-type: none"> 1) Why do we need emotional intelligence? 2) Do you think it is good or bad? 3) When can you put emotional intelligence into practice? 4) Can you identify your feelings most of the time? <p>As can be seen, these are basic questions, referring to the content of the flipped classroom activity, and introductory to session 03, based on the recognition of emotions to know how to approach them.</p>	Information from the flipped classroom activity: emotional intelligence and emotions.
2	Spin the feeling! (15’) (see Appendix 4)	<p>Collectively.</p> <p>We introduce gamification as a motivating element for students to spin the wheel of emotions. In this case,</p>	Emotion wheel/arrow

		a student will turn the wheel, and without the others being able to see what emotion has landed the spin on, students will have to exemplify such emotion only with gestures so that their classmates can guess it. Students in this case will be working on vocabulary about emotions and feelings, so that they not only gain in personal growth, but also practice the language of the curricular content of their level. Every student must perform at least 1 emotion, so everyone participates in the activity. Students will be able to tell why they have recognised the emotion, paying attention to gestures and/or sounds.	
3	Meditate it away! (10')	Individually. Sitting on the floor. For this activity, students will be guided to practice meditation ⁴ as a technique for regulation and listening to their own body. This activity can help them identify their emotions, since they must focus on what they feel themselves without any external stressor. Students will sit on the floor, setting aside chairs and tables to change the spatial dynamics. Therefore, 10 minutes will be devoted to the activity in terms of: moving furniture, explanation of the activity, and the activity itself.	Computer/Speakers Video: Classroom Meditation Internet connection
4	Inside reflection (10')	Individually. After the meditation, the students will have to contribute a brief composition in which they express those things that they want to express about the meditation. Students will be given a possible index but it will be emphasised that it is not necessary to follow it, since each one will have experienced different feelings and each one has different tastes. The index will be: 1. How did I feel? 2. The thing I liked the most. 3. The thing I liked the least. 4. How can meditation help me with my discontrolled feelings?	Paper Pencil/pen

⁴ One of the first stages of developing emotional intelligence is awareness in the sense of identification of emotions. This ideal is supported by ISBE (Illinois State Board of Education), which in 2006 stated three main objectives, of which, the first one was related to developing self-awareness abilities and self-management to achieve success at school and in life. Moreover, Bisquerra (2003) also divides the emotional competences into five, from which three are devoted to emotional aspects: awareness, regulation and autonomy. Apart from alleviating academic stress and improving academic performance, short meditation exercises have been demonstrated to foster metacognitive skills and awareness of the self and of the mental and emotional processes (Cf. D'Souza et al., 2015; Klingbeil et al., 2017; López-Hernández, 2016; Schonert-Reichl & Lawlor, 2010; Silvestre-López et al., 2021; Schonert-Reichl & Roeser, 2016). Amutio et al. (2020) claim that only 10 minutes of meditation provide a wide range of benefits such as physiological, cognitive, emotional, social and academic in the field of education of teenagers (see also Felver et al., 2016; Volanen et al., 2016; Zoogman et al., 2015), especially in students with low academic performance (Zlotnik & Toglia, 2018). Meditation in this activity is intended to bring forth this range of potential benefits, but its main point is to give students a chance of observing their emotional processes, thus potentially easing the task of identifying them. In other words, in this activity, the focus is on the emotional aspect, so students are able to raise awareness of their emotional states.

		This index allows them to organise their ideas mentally to express them logically in their writing. Therefore, in addition to going through a critical thinking process in which they must answer these questions, students will also be practicing writing skills.	
5	Learning group journal (10')	In groups. Moreover, students must summarise the main topics of discussion in one or two paragraphs and then relate them to yesterday's discussion.	Learning journal sheet Pencil/pen
6	*Flipped classroom activity Find other relaxation or emotional management techniques.	In groups. Students need to find other relaxation or emotional management techniques. They can be from the internet, or even their own personal strategies. Students need to make a list with a small description of the strategy that they will read in class the following day. There must be at least 3 more than meditation (regardless of their repetition within groups).	Paper Pencil/pen Computer/mobile phones/Tablets Internet connection

	SESSION: 05. TIMING: 55'.	OBJECTIVES: <ul style="list-style-type: none"> ● Promote active learning strategies. ● To talk about the meaning of good communication. ● To include the usage of real-life-based materials. ● To include the integrated treatment of skills. ● To implement assessment/evaluation as a part of the learning process (learning journal). ● To trigger critical-thinking skills, problem solving and decision making. ● To foster interaction and communication among students. ● To promote the shifting of the center role from the teacher to the student. ● To foster the teaching/learning process through experience. 	
	ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION	MATERIALS
1	Sharing (10')	Collectively. Students must read aloud, since due to their level of language according to CEFR they are able to act out a short presentation if it is prepared in advance. The groups that are not exhibiting, should write down the	Paper Pencil/pen Gathered information about techniques on

		techniques that they like the most or that are most used and that they do not already have written down. Thus, it is possible to make a list of strategies that can be accessed during the process of creating the mediation plan (later in the sessions).	emotional management or relaxation.
2	Round table (10')	<p>In groups.</p> <p>Students will take a blank piece of paper per group, on which one person will begin to write the answer to the question: What is good communication for you? Emphasising the word "good".</p> <p>When they finish writing their answer, they will pass the paper to the partner next to them, who will also write his/her answer, and so on until all the members have written their answers. Afterwards, everyone will be asked to look for common elements in their answers. Later, those elements in common will be put in common with the other groups. In this case, students will be expected to come to the conclusion that good communication is based on understanding.</p>	Paper Pencil/pen
3	Search and find (20')	<p>In groups.</p> <p>The class will be divided, without changing the spatial dynamics of groups of 5, into two search groups. Using their mobile devices and the tablets in the centre, half of the class will look for barriers that make it difficult to understand each other during a conflict, and others will look for strategies to achieve understanding. With this activity it is intended that students use the web tools at their disposal to search, even if it is in their native language, useful elements for the session. With this, the focus is on training students to search for aspects that may be difficult on the web, since the teacher can guide students in the search through simple steps such as: insert into Google in the terms "communication"; "communication barriers"; "strategies for good communication", etc.</p> <p>Each hunt group must interact and make sure their information is valid, reliable, and not repeated.</p>	Paper Pencil/pen Mobile/Tablets Internet connection
4	Sharing (10')	<p>Collectively.</p> <p>The groups must share their findings with each other. Students must discuss how these barriers can be confronted by the found strategies. Finally, a small manual of barriers and strategies of understanding will be the product of the session. This short manual can be effective in carrying out their mediation action plan.</p>	Paper Pencil/Pen
5	Learning group journal (5')	<p>In groups.</p> <p>Students must answer their respective learning journal (see Appendix 2).</p>	Pencil/Pen Learning journal sheet

6	<p>*Flipped classroom activity</p> <p>Let's talk about MEDIATION. (No timing)</p>	<p>In groups.</p> <p>Students should meet either in person or online to find the following information about mediation on the web:</p> <ol style="list-style-type: none"> 1) Definition. 2) Who is involved in the mediation? 3) Steps. 4) Examples: Students can bring videos, reading material, etc. Any exemplification where they believe that mediation is being used. 	<p>Paper Pencil/Pen Internet connection Computer/tablet/mobile phone</p>
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<p>SESSION: 06. TIMING: 55'.</p>	<p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Promote active learning strategies. • To start designing their own mediation plan. • To include the integrated treatment of skills. • To implement assessment/evaluation as a part of the learning process (learning journal). • To trigger critical-thinking skills, problem solving and decision making. • To foster interaction and communication among students. • To promote the shifting of the center role from the teacher to the student. • To foster the teaching/learning process through experience.
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	ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION	MATERIALS
1	<p>Sharing (30') + Learning group journal</p>	<p>Collectively.</p> <p>Going point by point, all of the group's responses will be pooled to form a single definition of mediation. In turn, students will discuss which parties are involved and what steps must be followed in mediation, for example, students can bring the following information on the steps of mediation:</p> <p>Phase 1. Before you begin: Preparing for Mediation Phase 2. Presentation and rules of the game Phase 3. Information gathering Phase 4. Clarify the problem Phase 5. Propose solutions Phase 6. Reach an agreement</p>	<p>Paper Pencil/Pen Dictionaries (digital and/or physical) Learning group journal</p>

		Therefore, this activity can be used to teach new vocabulary to our students through their own searches. It is here where students can use their dictionaries (digital and physical) to look up unknown words. Each group, to finish, will present their examples, either by viewing a video on YouTube, a story they have found, a personal experience, etc. If it turns out that students have chosen the wrong situation or experience, they will be offered the mistake as a learning opportunity.	
2	Designing Mediation (25')	<p>In groups of experts (according to roles).</p> <p>This time, the whole class will come together to organise themselves according to their group roles, that is: material manager, speaker, writer, time keeper, and volume controller. It will work by groups of experts. Each role will sit together to carry out their assigned tasks. This activity will be divided into two sessions, since designing a mediation action plan can be an arduous task for fourth-year ESO students.</p> <p>They should be organised to create an action plan collecting information from the previous activity and previous sessions, with which the following product should be created:</p> <p>A written document that has:</p> <ol style="list-style-type: none"> 1) Definition of mediation (clarified in the previous activity). 2) People who intervene. 3) Steps. <p>Each group of experts will have the following obligations:</p> <ol style="list-style-type: none"> 1) Material manager: collect the relevant information to include in the document. 2) Speaker: organise and interact with all the groups to maintain communication between them. 3) Writer: will be the ones that shape the content in the document. 4) Time keeper: will be those who distribute the time of the tasks to be carried out (decided by them). 5) Volume controller: will be 1 of them per group of experts, so they must control that the activity is carried out correctly, orderly and democratically. 	<p>Paper Pencil/Pen Prior information gathered from the sessions</p>

<p>SESSION: 07. TIMING: 55'.</p>	<p>OBJECTIVES:</p> <ul style="list-style-type: none"> ● Promote active learning strategies. ● To elaborate their final product on a Mediation Action Plan. ● To include the integrated treatment of skills. ● To implement assessment/evaluation as a part of the learning process (Report). ● To trigger critical-thinking skills, problem solving and decision making. ● To foster interaction and communication among students.
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		<ul style="list-style-type: none"> To promote the shifting of the center role from the teacher to the student. To foster the teaching/learning process through experience. 	
	ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION	MATERIALS
1	Designing mediation (50')	<p>This session will continue with the work dynamics from the past session, in which students will be able to work from the computer room. In this way, they can create an online document in Google Drive, to which everyone will have access to be able to work fairly and cooperatively.</p> <p>The students, having access to digital tools, can prepare the document in a simple way using information search tools, dictionaries, etc. Therefore, although the writing of the document may be complicated, the fact that they have already dealt with the related concepts in English in class and that students have access to the internet, can help them deliver a good product. The instructor, who will also have access to the document, can take advantage of the mistakes as a teaching opportunity, creating learning opportunities from the actual linguistic deficiencies of the group.</p>	<p>Paper Pencil/Pen Prior information gathered from the sessions Computer Internet connection</p>
2	Peer-assessment: filling a report (5')	<p>In groups of experts.</p> <p>Each group of experts, at the end of the session, must fill out a report in Spanish (since the focus is not on the language, but on the evaluation of the classmates, and they need to express concepts that are not yet in their linguistic code due to their language level).</p>	<p>Pencil/Pen Report</p>

	SESSION: 08. TIMING: 55'.	OBJECTIVES: <ul style="list-style-type: none"> Promote active learning strategies. To test their action plan on mediation. To include the usage of real-life-based materials. To include the integrated treatment of skills. To implement assessment/evaluation as a part of the learning process (learning journal). To trigger critical-thinking skills, problem solving and decision making. To foster interaction and communication among students. To promote the shifting of the center role from the teacher to the student. To foster the teaching/learning process through experience. 	
	ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION	MATERIALS
1	Revising (15')	Collectively.	Paper

		15 minutes will be spent reading the document, ensuring that everyone understands every aspect of it, as well as reviewing the content covered in previous sessions. In addition, for the document to be valid, at the end a democratic vote must be carried out in which all the students agree on the action plan. Here, the instructor can also use the opportunity to create language learning opportunities in addition to correcting possible poor pronunciation practices of the students.	Pencil/Pen Product of students: Mediation Plan
2	Evaluation⁵: Facing a real case: role-play (40': 20' preparation, 20' presentation)	<p>In groups.</p> <p>Taking into account that students have already established the action plan, the students will be presented with four real cases of conflict in the classroom between classmates (see Appendix VI). These cases can be found on the website mediacionescolar.org. Each group of students must choose one of the real cases to implement their mediation plan.</p> <p>Case 1: Carla and Celia. Case 2: Félix and the chair. Case 3: Freaks and losers. Case 4: A cruel note.</p> <p>In these cases, students should comment on the strategies they have learned during the sessions so that the people involved understand each other and manage their emotions. Through role-play (approximately 2 minutes), they should teach the rest of the class what measures and solutions they have proposed following their plan, doing a guided dialogue in English. Obviously, students will have access to tools that facilitate their learning, such as dictionaries (physical and digital) or web pages related to the topic that they find.</p> <p>Thus, the students will be able to verify if their mediation plan is correct and adequate; Having demonstrated the effectiveness of their plan, they will be able to focus on the activities of the next session, if not, they will have to dedicate some time in the next session to modify the document to include those aspects that are missing.</p>	Paper Pencil/Pen Product of students: Mediation Plan Internet connection Mobile phones/Tablets Four real cases from Mediacionescolar.org : Case 1: Carla and Celia. Case 2: Félix and the chair. Case 3: Freaks and losers. Case 4: A cruel note.

SESSION: 09. TIMING: 55'.	OBJECTIVES: <ul style="list-style-type: none"> ● Promote active learning strategies. ● To create a poster on a scheme of their Mediation Action Plan.
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⁵ See next section 3.4 Evaluation Criteria and instruments.

		<ul style="list-style-type: none"> • To implement assessment/evaluation as a part of the learning process (Rubric). • To trigger critical-thinking skills, problem solving and decision making. • To foster interaction and communication among students. • To promote the shifting of the center role from the teacher to the student. • To foster the teaching/learning process through experience. • To let students explore their creativity through the designing of a poster. 	
	ACTIVITY + TIMING	SCENERY GROUPING + EXPLANATION	MATERIALS
1	Creating a poster (40')	<p>In role-mixed groups.</p> <p>Going back to their initial groups, students will need to create a schematic poster to hang in the hall of the middle school. This fact may make students see their product as useful in real life. In turn, the students will be told that each group will make a poster proposal, which we will then put to a vote and a single winner will emerge, who will get 1 more point in the final grade for the unit.</p> <p>The following digital platforms will be proposed to them for the realisation of the posters:</p> <ul style="list-style-type: none"> • Canva • Genially • Crello • Others, which students can provide. 	<p>Product of students: Mediation Plan Internet connection Tablets/Computers Online image editors and creators:</p> <ul style="list-style-type: none"> • Canva • Genially • Crello • Others, which students can provide.
2	Poster Exhibition (10')	<p>Collectively.</p> <p>As if it were an art exhibition, students must bring the poster to class either in physical or digital format. The evaluation of the poster will be done by classmates, based on a rubric (see Appendix 7) that evaluates: design, content, and creativity. Again, since the focus of attention is on the co-evaluation among the students, the rubric will be in Spanish so that it is easy for them to evaluate themselves.</p>	<p>Students' posters Rubric (see Appendix 7) Pencil/pen</p>
3	Voting contest + Learning group journal (5')	<p>Individually.</p> <p>Each student will write on a blank piece of paper the number of the group that they think should win the position in the hall of the secondary school. At the end, the votes will be counted, and a winner will be proclaimed.</p>	<p>Paper Pencil/pen Learning group journal</p>

SESSION: 10. TIMING: 20'.		OBJECTIVES: <ul style="list-style-type: none"> • To implement assessment/evaluation as a part of the learning process (Rubric). • To trigger critical-thinking skills, problem solving and decision making. • To promote the shifting of the center role from the teacher to the student. • To foster the teaching/learning process through experience. 		
ACTIVITY + TIMING		SCENERY GROUPING + EXPLANATION		MATERIALS
1	Self-assessment (10')	Individually. Students will devote 10 minutes of the last session into completing a self-assessment checklist. This checklist will determine how they have considered their own actions regarding the course of the unit.		Checklist (Appendix 10) Pen/Pencil
2	Teacher Evaluation (10')	Individually. (Informative value) Students must complete the checklist for the teacher to check if the students have had the overall sensation of an innovative methodology being applied.		Checklist (Appendix 11) Pen/Pencil

3.7 Evaluation criteria and instruments

In the previous sections, the need to include evaluation as part of the process has been emphasised, in addition to including it not only directed from the teacher to the student, but also between students.

Both the content, the evaluation criteria and indicators of achievement that have been taken into account for the creation of this didactic unit in active learning are those included in the Document Pont for the Generalitat Valenciana, governed by Decree 87/2015. In the same document, 5 blocks are presented to classify the contents, evaluation criteria, indicators of achievement, and key competences. A table that contains the information regarding this information is included in Appendix 13, for the reader's convenience. Subsequently, the 5 blocks considered for the choice of content, evaluation criteria and achievement indicators have been taken into account; the 5 blocks are:

BLOCK 1	ORAL COMPREHENSION
BLOCK 2	ORAL TEXT PRODUCTION: EXPRESSION AND INTERACTION
BLOCK 3	WRITTEN TEXT COMPREHENSION
BLOCK 4	WRITTEN TEXT PRODUCTION: EXPRESSION AND INTERACTION
BLOCK 5	TRANSVERSAL ELEMENTS OF THE SUBJECT

The evaluation for this didactic unit proposal is considered the one proposed by the new LOMLOE educational law: continuous, integrative and summative (see Table 7). The didactic unit consists of several evaluation tests: follow-up evaluation (learning journal and teacher's notes [see Appendix 9]), co-evaluation (rubrics and reports), self-evaluation, teacher's evaluation, and the evaluation of the real case (summative).

Table 7. Evaluation/assessment in the Didactic Unit.

EVALUATION	TASKS/INSTRUMENTS	EXPLANATION
Continuous	<ul style="list-style-type: none"> • Learning Journal 	Students should collectively evaluate the group after each session or when the teacher tells them to work with it. They work with the journal from the first to the

		last session, so the group performance is recorded. This learning journal will remain with the students until the last day of class, when they must turn it in.
	<ul style="list-style-type: none"> Teacher's notes on group developments: Note's Sheet (see Appendix 9) 	At the end of the sessions, the teacher must record the data of their observation during the performance of the session in groups. The aspects to take into account will be: participation, behaviour, management of materials, the completion of tasks or duties (e.g.: whether they have done it or not), and finally the teacher will be able to contribute with some notable observations of the session. Finally, taking into account the numerical evaluation of each section, the teacher must provide a numerical grade.
Integrative + Summative	<ul style="list-style-type: none"> Evaluation on a read mediation case: role-play: Rubric (see Appendix 12) 	At the beginning of the role-play, students will be warned that this test will be considered as a final test, so the teacher will communicate the aspects evaluated at all times. From the written document that they have prepared, they will have to elaborate a role-play (speaking), testing their action plan in groups. It will be evaluated if students make use of their acquired knowledge as well as other aspects such as the inclusion of non-verbal cues in reference to their culture. Also, apart from a good oral performance, participation in the creation of role-play will be evaluated, as well as creativity to propose solutions to real cases.
Co-evaluation	<ul style="list-style-type: none"> Report (see Appendix 5) 	The groups of experts must make a report on the performance of their roles in the process of preparing the final product, the mediation plan.
	<ul style="list-style-type: none"> Rubric for the poster (see Appendix 7) 	The students will evaluate by means of a rubric, the creation of their classmates' posters, as if it were a presentation. In this case, they will become teachers and the arithmetic mean of their grades will give the score to each of the groups.
Self-evaluation	<ul style="list-style-type: none"> Checklist (see Appendix 10) 	Finally, students must fill out two evaluative tests, one a self-evaluation test regarding their own performance. It allows students to be self-critical with their participation, behaviour and performance on tasks.

Teacher's evaluation (Informative value for the teacher)	<ul style="list-style-type: none"> ● Checklist (see Appendix 11) 	As a final evaluation and with the aim of improving teaching performance, students must fill out a checklist evaluating the teacher and their performance during the didactic unit. This may serve to strengthen or change some aspects while active learning strategies are being implemented.
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Therefore, the weight distribution in the final grade for the unit would be calculated in:

- Learning journal: 20%
- Co-evaluation: report + rubric (poster): 20%
- Self-evaluation: 10%
- Role-play: 25%
- Student/group performance based on teacher's notes (from each class): 25%
- ◆ Total: 100%⁶

The objective of this provision and selection of evaluations is to get students involved in all parts of the unit and collaborate in order to achieve a good evaluation or grade. In addition, something linked to the evaluation is the feedback, which the students have at their disposal during the performance of all the activities or tasks, since the feedback not only comes from the teacher but also from the hand of their peers both in group activities, as through the report and the rubric. Moreover, it is possible to integrate the evaluation as an assistant to the process of achieving a final product, which in the case of this unit, would be the mediation plan.

Finally, the value of adding a teacher evaluation by the students, as mentioned above, has an informative value that does not count for the final grade of the students. This evaluation can help the teacher to strengthen aspects that have been positive, and to change or eradicate his/her own attitudes that have been difficult or annoying for the students.

⁶ Evaluation is intended to be continuous, integrative and summative. However, since this is a proposal, evaluation could be adapted to the necessities and disposals of the targeted group. During the application of the present proposal, such items could be either reduced or amplified by the teacher depending on the needs of the classroom circumstances.

4. LIMITATIONS OF THE PROPOSAL

Despite all the positive and effective aspects collected in the literature on the application of active learning, it is still necessary to consider the limitations of this proposal.

Primarily, the fact that active learning requires more spontaneous and flexible lesson plans can lead to a degree of insecurity in the implementation and in the teacher. This degree of insecurity, or as Bonwell and Eison (1991) call it, "risk", can be diminished by the use of activities classified as "lower-risk" (mentioned in section 2.4.2 of this document). Nevertheless, all teachers must face different types of risks no matter the nature of the methodology they are applying. In this case, the most common risks focus either on the part of the students or on the part of the teacher.

On the one hand, students run the risk of not participating actively, not learning enough content, not using higher-order thinking skills, or not enjoying the experience. These risks could be monitored at the end of the lesson if the teacher senses the presence of any of them. In this case, this proposal implements a learning journal that collects information about group participation, content learnt during the session, and further notes that the students want to add. Moreover, the teacher's notes after each session could be helpful to monitor such aspects. In terms of content, an efficient result in the product (written document of the mediation plan and poster) could serve as proof that the students have carried out their work and put their language skills into practice. In the same way, a good organisation and a good selection of materials (during the investigation on the topics proposed for the Flipped Classroom, for example) by the students could demonstrate that they have used their higher-order thinking skills. Finally, with the self-assessment, we could collect various observations from the students in which they can verbalise whether they have enjoyed the lesson or not.

On the other hand, the risks that include the figure of the teacher are: lack of control over the class, not being able to feel self-confident, not possessing the required skills, and that students perceive that the traditional methodology is still being used. These risks could be mitigated by the rules established during the first session. Students must introduce a series of rules to obey throughout the didactic unit, for example: do not interrupt when someone is

speaking; do not laugh at a classmate; let explain someone's point of view without judging; etc. These rules can help the teacher to maintain control in the classroom by making use of them, so that the students will not perceive that it is the teacher who is disputing them for bad behaviour (for example, if someone talks too much, we can enforce the rule of not interrupting in class). Regarding the feeling of self-confidence, according to Bonwell and Eison (1991), it is the teacher and his/her personality that will determine the degree of repercussions of this risk, so this risk could be considered a matter of individual differences upon the teaching figure, which may vary depending on the person. Not having the required skills could be possibly solved by previously searching for information when preparing the didactic unit or before every class. In my case, I have a master's degree in emotional intelligence focused on children and teenagers, so even though there is no theoretical information provided by the teacher directly, the guidance given to the students during the journey towards the mediation plan comes from the knowledge acquired during that master's degree. As a last risk, the possibility that students interpret the sessions as traditional would fall on how the teacher behaves in the classroom and how he/she presents the activities. If the teacher lets students work with the information they find and encourages them to go further within their capabilities, students would not have the feeling of memorizing and repeating, rather than that, they would be able to achieve a sense of teamwork and critical thinking about the concepts presented to them (Tedesco-Schneck, 2013; Walker, 2003).

The second limitation is the restriction of the amount of materials that could be presented at once. That is, while in the traditional methodology that the textbook follows, we may send students to perform various activities, through active learning they would be performing two or three tasks within each activity, but with limited materials due to their searches. Students would not be presented materials built for a specific objective, but would be working with real materials that they could have found on the web or in dictionaries. The teacher would also provide them with real-life based materials such as videos, pieces of literature, or real cases of mediation. That being so, the fact that the student must find their own materials, organise them and put them into practice, could be enforcing the learning process occur from the beginning, not as a final objective, which makes the learning process much more lasting and significant if the student does it efficiently and effectively.

Ultimately, it could be highlighted that during the use of active learning strategies, the potential for distractions or disruptive behaviour situations could be created. This limitation is

to be counteracted through the use of group roles, so the teacher does not intervene directly. The students themselves are in charge of controlling that each one carries out his/her role, and that even if there are distractions, they all turn in their part of the work on time. Finally, the teacher can verify this through the expert report, where the expert groups will evaluate the performance of the other expert groups (peer-assessment). However, a study conducted by Williams and Sato (2021) examined instructional shifts associated with teaching in environments optimised for active learning, including how faculty made decisions about teaching and their perceptions of how students responded to those changes. Their results conclude that the instructors subjected to experiment, adapted their classroom management in order to obtain positive results as constructive from disruptive behaviours in active learning environments, signifying that, although active learning strategies could present opportunities for disruptive behaviour, teachers could lead such situations towards constructive results. For example, if two students start arguing during a class discussion, we could use such situation as an example of why we need mediation in the classroom, or if the situation is given in a more advanced session, we could encourage students to apply what they have learnt up until that moment about managing emotions and mediation.

5. CONCLUSIONS

This unit is based on the constructivist perspective, in which students learn from experiences and from the processes that these entail, it is intended that students stop perceiving English learning as a tedious process. From the first moment, the teacher will adopt a guiding role in which he/she will explain the different steps, gradually incorporating new items in his learning, by which, focusing on the content collected by Decree 87/2015, it can be achieved the necessary competences registered in the curriculum and specific to the Common European Framework of Reference (CEFR).

The sole objective of the proposed activities is to be dynamic and realistic, so that students have the feeling of increasing their knowledge of the subject, in this case, an aspect included in the new LOMLOE law (2020) such as Mediation. Therefore, the design of this unit began with all this information in mind and taking into account the level of the students. In the process, the real objectives, which were already described in section 3.5 earlier in this study, but are reproduced below for the reader's convenience, are:

- To include the usage of real-life-based materials.
- To include the integrated treatment of skills.

- ☑ To include assessment/evaluation as a part of the learning process.
- ☑ To trigger critical-thinking skills, problem solving and decision making.
- ☑ To consider the value of interaction and communication.
- ☑ To promote the shifting of the center role from the teacher to the student.
- ☑ To foster the teaching/learning process through experience.

If the points were to be explored individually, it can be observed that we have implemented real-life based materials (such as: YouTube video showing how a class formed in mediation works, a piece of real literature such as *The Wimpy Kid #11*, or cases mediation reports on the website mediacionescolar.org, in addition to all the materials that the students have had to search for on their own). We have integrated the skills of production and listening comprehension in activities such as discussions, where they had to take notes, or where from sharing information with their colleagues they had to draw the main points.

Evaluation has been integrated in many of the parts and in different ways such as through the learning journal, the co-evaluation or the self-assessment, so that the students are not only left with the idea of a final test where to pour what they have learned and then forget it. Another objective was to trigger critical-thinking skills, problem solving and decision making. This objective is mainly reflected in the transversal elements of the subject, which does not make it less important, so it can be seen how the different activities where they must be organised as groups, make decisions about the steps to follow, or think about the implications of cultural aspects in certain aspects (for example, when watching the video where a class does a mediation session, they explore why for that student their Kippah was so important). Students also interact and communicate with each other during class discussions and information sharing; In addition, by learning to interpret and recognise their emotions and how to control them through meditation, students not only communicate with each other, but also with themselves. Finally, it can be observed how the teacher's role has gone from an active agent who orders the students to a passive subject in the class, who guides them to the next step but leaving the students themselves to mark and work with the content that they investigate and find.

However, regarding the formal part of the language, such as lexical and grammatical aspects, the teacher can take advantage of the opportunity of the written/oral products to train from lack, that is, instead of repeating content that students already know, they can analyse

the document and use it as a diagnosis to see what points should be reinforced in the following sessions, which can also be done following the active learning methodologies. Taking into account the literature collected and considered for this proposal, it could be a possible positive innovation within the classrooms to consider implementing this proposal, since there are several studies, as shown, that collect some of the results that have been positive in the implementation of active strategies.

Other aspects that have been worked on in the proposal are cooperative learning, digital competence or creativity. Cooperative learning is part of daily life in the work environment, so maintaining an individualistic setting in learning could result in future people who do not know how to approach group work, so maybe promoting this ability will bring beneficial effects in the future. On the other hand, something that is more connected to the lives of students in the present is the use of websites and social networks. Today's students are subject to the assumption that they know how to use online tools in general. The reality is that although it cannot be stated in a generalised way that students only know how to handle social networks and not digital tools, such as those useful for designing presentations or posters, during my internship in the classrooms in which I commented on the Using various tools such as Crello or Canva, only a minority percentage of the students knew about them. Therefore, although these students are considered "Digital Natives" (Prensky, 2001), students usually know how to use the network only to socialise. Hence, requiring them to carry out supervised tasks in order to guide them towards learning how to use these tools is also beneficial for their futures.

In light of what is stated in this document, it only remains to add a brief final personal reflection. As has been commented in the introduction, it is not an unpopular belief that the educational system is seen every day more like an outdated system, based on the repetition and memorisation of content, in which the language is taught from the language, not from the learning needs. With this proposal, I have tried to bring the language closer to the students, trying to erase the conception of English as an "arduous" language to learn, attempting to demonstrate that the language has a utility by connecting the language with their needs based on the new LOMLOE law (2020) and at the level of the students established by the CEFR. The teaching of the official languages in the Valencian Community (Spanish and Valencian) could be considered as far from the teaching of foreign languages, something that could be understandable during the first stages of acquisition, but once the students reach a certain

level where their production and understanding already cross the line of independence, it should be possible to bring both official and foreign languages closer to techniques that connect language to experience. Since, if students acquire their official language through exposure and contact, teaching the language based on lexical and grammatical points that might be presented as completely decontextualised and disconnected from their needs and experiences, could only lead to demotivation of the students, ending in unsuccessful academic results (Heidari, 2011) and in students who reach the baccalaureate degree without having the level of language established by the European framework. I consider that this is where we, as teachers, must try to change the teaching perspectives, to propose new innovations that after trial and error find a solution to solve the shortcomings of the current educational system.

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7. APPENDICES

APPENDIX 1 - Checklist based on Bonwell and Eison's (1991) aspects of AL

#	ASPECT	✓(1)	X (1)
1	Students are involved in more than passive listening.	X	
2	Students are able in following the teacher's instruction (verbally or nonverbally)	X	
3	Students are able in responding the teacher's questions		X
4	Students are able in expressing their ideas and feeling (orally or written)		X
5	Students are engaged in activities (e.g., reading, discussing, speaking and writing)	X	
6	Students are able to work with real-life based materials		X
7	Students are actively engaged in role playing		X
8	Students are active in group discussion or whole class discussion		X
9	Students are able to do presentations		X
10	Students are serious in writing passages	X	
11	There is less emphasis placed on information transmission and greater emphasis on developing student skills		X
12	Students are able to do peer mentoring		X
13	Students are able to do peer correction		X
14	Students are able to solve problems during discussions		X
15	There is greater emphasis placed on the exploration of attitudes and values		X
16	Students are able to show a positive participation in the classroom	X	
17	Students are able to respect the teacher as a source of knowledge	X	
18	Students are able to appreciate the opinion from their friends		X
19	Students are able to maintain discipline during the learning process	X	

20	Students motivation is increased		X
21	Students physically participate in class activities		X
22	Students show their enthusiasm during the learning process		X
23	Students make use of their prior knowledge	X	
24	Students are able to carry out investigations		X
25	Students are able to receive immediate feedback from their instructor		X
26	Students are able to do revisions and apply the given feedback		X
27	Students are involved in higher order thinking (analysis, synthesis and evaluation)		X
28	Students are able to give an opinion	X	
29	Students are able to relate the experience in reality with the topic of the lesson		X
30	Students are able to give comments on other students performance		X
31	Evaluation is part of the process		X
32	Students are able to make decisions independently		X
33	Students are able to interact and communicate appropriately during the learning process with their teacher and peers		X
34	Students are able to work on competences and skills collectively		X
	TOTAL	9	25

APPENDIX 2 - Learning journal for each group (Students need to fill the journal after every session or when the teacher instructs them to do so, according to their roles)

DATE: _____	TITLE OF THE SESSION/ACTIVITY:	
NAMES OF THE MEMBERS OF THE GROUP:		
What did you do?		
What did you like the most?		
What did you like the least?		
What do you think this is useful for? Can you use it in real life?		
What was the part that was the easiest for you? and the most difficult? Why?		
Observations: You must add a numerical grade for the group overall performance:		Grade:

APPENDIX 3 - Excerpt from Diary of a Wimpy Kid #11: Double Down, pp. 108 - 109 (by Jeff Kinney)

I thought my story was so lame that Mom would see right through it. But she wanted to know more about this bully, so I really let it rip.

I told her the kid's name was Curtis Litz and that he was a foot taller than me, with a unibrow, and a mole on his chin. I figured if Mom was looking for DETAILS, I wasn't gonna disappoint her.




Mom said she could step in, but this was a good opportunity for me to learn how to settle a conflict on my OWN.

So that night she brought me a pen and paper and had me write Curtis a letter, which I did.

Dear Curtis,
Please don't take
my apple again. My
mom says I need it
for my nutrition.

Sincerely,
Greg Heffley

I probably should've just ended it right then. But I wrote a fake letter to myself from Curtis instead. And to make sure Mom could see how BAD this kid was, I added a rude drawing at the end.

DEAR GREGORY,
YOUR APPLE WAS
DELICIOUS. TELL
YOUR MOMMY TO
SEND ME ANOTHER
ONE TOMORROW.
FROM CURTIS 

APPENDIX 4 - Spin the Wheel! (Wheel of Emotions)



APPENDIX 5 - Reports to be filled by the group of experts.

INFORME	ROL:	
PREGUNTAS	SÍ	NO
¿Los otros grupos han seguido tus indicaciones?		
¿Han seguido los otros grupos las normas de clase acordadas en la sesión 1?		
¿Han seguido los otros grupos el plan de organización?		
¿Han colaborado los otros grupos activamente?		
¿Ha tenido tu grupo alguna dificultad?		
Si habéis respondido que sí, ¿cuál?		
¿Ha podido tu grupo realizar todas las tareas que teníais asignadas?		
¿Ha seguido tu grupo las normas de clase?		
¿Ha seguido tu grupo el plan de organización?		
¿Estáis satisfechos con los resultados?		
Si habéis respondido que no, decid por qué:		
Observaciones que queréis incluir:		

Case 1: Carla and Celia

Carla and Celia are going to fight outside of the high school. Carla accuses Celia of having insulted her behind her back for being friends with boys, so when she finishes school, she wants to wait for her to fight.

Case 2: Félix and the chair

During the course of a class, Félix takes the chair from the classmate in front of him (Andrés) when he gets up, and when he goes to sit down again the student falls from the chair. When Andrés gets up he begins to insult the colleague who has taken his chair from him, even pushing him. Felix insults him too and a fight breaks out between the two.

Case 3: Freaks and losers

The tutor has ordered groups of five to do a project. The new ones have asked Manuel to go in his group because they need one more. Javier finds out and gets angry.

During class, Javier gives Manuel a note in which insults him and he tells him that he will no longer be his friend because he has betrayed him by going to the other group, he calls them “freaks and losers”. When reading this, Manuel gets very angry and starts arguing with Javier.

Case 4: A cruel note

During the development of a 3rd year ESO class, Carmen drops a note on the floor that was in one of her notebooks that she uses for personal confidence. This note speaks badly of one of the other classmates, Sonia. A classmate gives the note to Sonia.

At the end of class, Sonia confronts Carmen, who shouts and very nervously denies that the note is hers. Then Sonia slaps Carmen when she admits that her note is hers, but that it is from a long time ago.

APPENDIX 7 - Rubric for the coevaluation of posters

GRUPO	DISEÑO			CONTENIDO			CREATIVIDAD			NOTA
	Muy pobre (0)	Necesita trabajo (1)	Excelente (2)	Poco contenido (0)	Falta información (1)	Incluye todo el contenido (2)	No me parece creativo (0)	No resalta de los demás (1)	Es muy creativo (2)	Mínimo 0 Máximo 6
Grupo 1										/ 6
Grupo 2										/ 6
Grupo 3										/ 6
Grupo 4										/ 6
Grupo 5										/ 6

WHAT IS HAPPENING?



CAN YOU DESCRIBE THE BULLY?



DO YOU THINK THAT THE SOLUTION THAT MOM GAVE IS GOOD? WHY?



HOW DO YOU THINK THAT THE KID IS FEELING?



APPENDIX 9 - Teacher's notes on performance of groups (to fill at the end of the sessions)

GROUP	PARTICIPATION (up to 3 points)	BEHAVIOUR (up to 3 points)	MANAGEMENT OF MATERIALS (up to 2 points)	HOMEWORK (done or not) (up to 2 points)	OBSERVATIONS	GRADE (up to 10)
1						
2						
3						
4						
5						

APPENDIX 10 - SELF-EVALUATION SHEET

Name:	Date:	
Question	YES	NO
I have worked well with other students		
I have participated actively in class		
I have contributed to group work		
I have carried out all the tasks that my role needed		
I had the opportunity to help other students		
My behaviour has been good		
I have attended at least the 80% of the sessions		
I have complied with the assigned time limits for the tasks		
I had the opportunity to show my oral and written communication skills		
I have worked independently		
I accepted criticism from other students respectfully		
I have had a positive attitude		
I have learnt about mediation and its concepts		
I have learnt about emotional intelligence and its strategies		
I was able to put my knowledge into practice		
I am happy with my contributions and overall performance		

APPENDIX 11 - Teacher evaluation

STATEMENT	CHECK IF TRUE
The teacher has not given lectures.	
The teacher has not been the protagonist of the sessions.	
The teacher has acted as a guide.	
The teacher has provided resources so that students could work easily	
The materials provided by the teacher have been adequate.	
The level of language of these materials has not been any impediment.	
I would not change any aspect of the sessions.	
The teacher has maintained a suitable climate for learning.	
The teacher has explained to the students at all times what the evaluation procedures were going to be.	
The teacher has organised the concepts in such a way that they have been easy to work with.	
The teacher has helped me to achieve the learning of the new concepts proposed in the unit.	
Observations: (you can do them in Spanish)	

APPENDIX 12 - Rubric for the evaluation on a real mediation case: role-play. Source: Samoya (2021).

GROUP : _____

SCORE: _____

CRITERIA	Excellent 4	Proficient 3	Adequate 2	Limited 1
Participation in Preparation and Presentation	Always focused during pair work and presentation.	Usually focused during pair work and presentation	Sometimes focused during pair work and presentation.	Rarely focused during pair work And presentation.
Presentation of Character	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives
Achievement of Purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained	Purpose is vaguely established and may not be sustained.
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues is used in an exemplary way.	Good variety of non-verbal cues is used in a competent way	Satisfactory variety of non-verbal cues used in an acceptable way.	Limited variety of non-verbal cues are used in a developing way.
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing Acceptably enhance role play.	Choices demonstrate little awareness and do little to enhance role play.

APPENDIX 13 - Content, Evaluation Criteria, Indicators of Achievement, Activities and Competences.

SUBJECT: ENGLISH AS A FOREIGN LANGUAGE LEVEL: 4º ESO					
BL	Content	Evaluation Criteria	Indicators of Achievement	Sessions: Activities	Comp.
1	<p>Estrategias de comprensión oral</p> <p>Movilización de información previa sobre tipo de tarea y tema. Intercambio de ideas sobre el tema.</p> <p>Distinción de tipos de comprensión. Sentido general, información esencial, puntos principales, detalles relevantes en una variedad mayor de textos más complejos.</p> <p>Formulación de hipótesis sobre contenido y contexto apoyándolas con información e ideas explícitas e implícitas del texto.</p> <p>Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos como distinción entre el sentido literal, inferencial, crítico y estético; y paralingüísticos como modulación y tono de la voz.</p> <p>Reformulación de hipótesis a partir de la comprensión de nuevos elementos lingüísticos y paralingüísticos.</p> <p>Técnicas de escucha activa: hacer preguntas para conectar con las ideas de otros, mostrar empatía, no juzgar, parafrasear, emitir refuerzos, resumir para clarificar.</p>	<p>4oLE.BL1.1 Identificar, aplicando estrategias de comprensión oral, la información esencial, las ideas principales y los detalles más relevantes en textos orales de longitud media y estructurados, en diferentes soportes, y articulados a velocidad media, sobre temas generales o menos habituales, en los ámbitos personal, público, educativo y ocupacional en sus correspondientes registros, en condiciones acústicas que no distorsionen el mensaje.</p>	<p>4oLE.BL1.1.1 Identifica estrategias de comprensión en textos orales de longitud media, aplicando técnicas de escucha activa tales como hacer preguntas para conectar con las ideas de otros, mostrar empatía, no realizar juicios de valor, parafrasear, emitir refuerzos o resumir para clarificar.</p> <p>4oLE.BL1.1.2 Identifica la información esencial, las ideas principales en textos sobre temas generales o menos habituales, en los ámbitos personal, público, educativo y ocupacional.</p> <p>4oLE.BL1.1.4 Identifica, con sentido crítico, tipos de texto tales como: conversaciones, entrevistas, anuncios, biografías, informes, noticias, canciones, fábulas, poemas, historias, artículos de opinión, críticas, en diferentes soportes: <i>podcast</i>, video, conferencias, etc.</p>	<p>Session 1: 3, 4</p> <p>Session 2: 2, 4</p> <p>Session 3: 1, 3, 4, 5</p> <p>Session 4: 1, 3</p> <p>Session 5: 1, 2, 4</p> <p>Session 6: 1, 2</p> <p>Session 7: 1</p> <p>Session 8: 1</p> <p>Session 9: 1</p>	<p>CCLI</p> <p>CAA</p> <p>CEC</p> <p>CSC</p>
	<p>Aspectos socioculturales y sociolingüísticos</p>	<p>4oLE.BL1.2 Detectar, con actitud crítica, en textos orales, los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, las relaciones interpersonales e interculturales, a los registros formales</p>	<p>4oLE.BL1.2.2 Detecta, con sentido crítico, los aspectos y los contrastes socioculturales y sociolingüísticos en los medios de comunicación y acontecimientos históricos, considerando la diversidad y las</p>	<p>Session 1: 1, 2, 3</p> <p>Session 2: 2, 3</p> <p>Session 3: 2, 3, 4</p>	

	<p>Fórmulas sociales y de tratamiento propias de los contactos sociales informales, o formales con una situación de jerarquía.</p> <p>Patrones de comportamiento: movimientos de atención y silencios.</p> <p>Relaciones interpersonales e interculturales como reconocer los tabúes propios de las diferentes culturas.</p> <p>Manifestaciones culturales y artísticas como los medios de comunicación, acontecimientos históricos y contrastes interculturales.</p>	<p>e informales y a las costumbres, celebraciones y manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor.</p>	<p>diferencias en el grupo desde una perspectiva inclusiva como elemento enriquecedor.</p>	<p>Session 4: 1, 2</p> <p>Session 6: 2</p> <p>Session 7: 1</p> <p>Session 8: 2</p>	
	<p>Funciones Comunicativas</p> <p>Iniciación y mantenimiento de relaciones personales y sociales: presentar a alguien y reaccionar al ser presentado de manera formal e informal. Excusarse y pedir disculpas.</p> <p>Establecimiento y mantenimiento de la comunicación y organización del discurso: rectificar lo que se ha dicho o parafrasear para solucionar un problema de comunicación.</p> <p>Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</p> <p>Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Relación de acciones en el tiempo.</p> <p>Petición y ofrecimiento de información, indicaciones, opiniones, puntos de vista.</p> <p>Expresión del grado de certeza. Confirmación o corrección de una información.</p> <p>Expresión de sentimientos tales como la indiferencia, la admiración, la simpatía o la</p>	<p>4oLE.BL1.3 Distinguir las funciones comunicativas del nivel y las estructuras morfosintácticas asociadas, así como la organización textual y el léxico, expresiones y modismos de uso frecuente y más específico para la comprensión de textos orales de longitud media, claramente estructurados y en diferentes soportes.</p>	<p>4oLE.BL1.3.1 Distingue la función comunicativa en textos orales tales como la expresión del grado de certeza, expresión de deseos, promesas, probabilidad o improbabilidad y formulación de hipótesis.</p> <p>4oLE.BL1.3.2 Reconoce un repertorio amplio de palabras y expresiones de uso frecuente y más específico así como colocaciones complejas.</p>	<p>Session 1: 1, 3</p> <p>Session 2: 2, 4</p> <p>Session 3: 3, 4, 5</p> <p>Session 4: 1, 2, 3</p> <p>Session 5: 1, 2, 4</p> <p>Session 6: 1</p> <p>Session 7: 1, 2</p>	

	<p>aversión. Plantear quejas, tranquilizar y dar ánimos. Expresión de síntomas y sensaciones físicas.</p> <p>Comprensión del uso del lenguaje como herramienta para aprender y reflexionar sobre su propio aprendizaje.</p>				
	<p>Léxico, expresiones y modismos de uso frecuente (Recepción)</p> <p>Ampliación del vocabulario y sinónimos de la lengua extranjera.</p> <p>Desarrollo y expansión del vocabulario siguiente:</p> <p>Identificación personal</p> <p>Vivienda, hogar y entorno</p> <p>Actividades de la vida diaria</p> <p>Familia y amigos</p> <p>Salud y cuidados físicos</p> <p>Educación y estudio</p> <p>Lengua y comunicación. Metalenguaje Medioambiente, clima y entorno natural</p> <p>Tecnologías de la Información y Comunicación</p> <p>Lenguaje de aula</p>	<p>4oLE.BL1.4 Inferir el significado de palabras y expresiones de uso menos frecuente y más específico en textos orales de longitud media, en diferentes soportes, con apoyo del contexto y el cotexto.</p>	<p>4oBL1.4.1 Infiere el significado de palabras y expresiones de uso menos frecuente y más específico en textos orales de longitud media, en diferentes soportes, con apoyo del contexto y el cotexto.</p>	<p>Session 1: 1, 2</p> <p>Session 2: 1, 4, 5</p> <p>Session 3: 2, 4</p> <p>Session 4: 1, 2</p> <p>Session 5: 1, 2, 4</p> <p>Session 6: 1</p> <p>Session 7: 1</p> <p>Session 8: 1</p>	
<p>2</p>	<p>Estrategias de producción e interacción oral</p> <p>Planificación</p> <p>Producción del mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</p> <p>Adecuación del texto monológico o dialógico al</p>	<p>4oLE.BL2.1 Producir, aplicando estrategias de expresión oral, textos monológicos o dialógicos de longitud media, comprensibles y estructurados, en diferentes soportes, sobre temas generales o más específicos, en los ámbitos personal, público y educativo y ocupacional, en un registro formal, informal o neutro, aunque a veces</p>	<p>4oLE.BL2.1.1 Produce o coproduce de forma autónoma textos comprensibles y estructurados, monológicos o dialógicos, de varias tipologías, sobre temas generales o menos habituales, a viva voz o registrados en formato digital audio o vídeo, aunque a veces haya pausas, vacilaciones y rectificaciones, utilizando las</p>	<p>Session 1: 3, 4</p> <p>Session 2: 2, 4</p> <p>Session 3: 1, 3, 4, 5</p> <p>Session 4: 1, 3</p> <p>Session 5: 1, 2, 4</p>	<p>CCLI</p> <p>CAA</p> <p>SIE</p>

<p>destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso. Planificación de la comunicación autogestionada y plurigestionada.</p> <p>Ejecución</p> <p>Expresión del mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.</p> <p>Confianza en sí mismo y asertividad en la presentación de ideas y opiniones en debates y discusiones.</p> <p>Revisión de la tarea o del mensaje para simplificar, mejorar y clarificar el contenido tras valorar las dificultades y los recursos disponibles.</p> <p>Facilitación, compensación y corrección de las carencias lingüísticas mediante procedimientos lingüísticos paralingüísticos y paratextuales.</p> <p>Lingüísticos: Definición o reformulación de un término o expresión.</p> <p>Paralingüísticos y paratextuales: Petición de ayuda.</p> <p>Técnicas de expresión oral (señalar objetos, usar deícticos o realizar acciones que aclaran el significado).</p> <p>Uso del lenguaje corporal culturalmente pertinente: gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica.</p> <p>Interacción oral: fórmulas o gestos simples para tomar o ceder el turno de palabra.</p> <p>Usar sonidos extralingüísticos y cualidades prosódicas convencionales.</p>	<p>haya pausas, vacilaciones y rectificaciones.</p>	<p>estrategias de expresión oral en los ámbitos personal, público, educativo y ocupacional.</p> <p>4oLE.BL2.1.2 Produce o coproduce textos monológicos o dialógicos utilizando un registro adecuado a la situación comunicativa con las estructuras morfosintácticas, léxico y patrones sonoros del nivel.</p>	<p>Session 6: 1, 2</p> <p>Session 7: 1</p> <p>Session 8: 1</p> <p>Session 9: 1</p>	<p>CSC</p> <p>CD</p>
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<p>Aspectos socioculturales y sociolingüísticos</p> <p>Fórmulas sociales y de tratamiento propias de los contactos sociales informales, o formales con una situación de jerarquía.</p> <p>Patrones de comportamiento: movimientos de atención y silencios.</p> <p>Relaciones interpersonales e interculturales como reconocer los tabúes propios de las diferentes culturas.</p> <p>Registro: expresiones coloquiales.</p> <p>Convenciones sociales: rituales, costumbres y tradiciones más específicas de las diferentes culturas.</p> <p>Manifestaciones culturales y artísticas como los medios de comunicación, acontecimientos históricos y contrastes interculturales.</p>	<p>4oLE.BL2.2 Incorporar, con sentido crítico, en los textos orales, los aspectos socioculturales y sociolingüísticos, relativos a la vida cotidiana, al comportamiento, a las relaciones interpersonales e interculturales, a las convenciones sociales y a las manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor y evitando estereotipos y prejuicios.</p>	<p>4oLE.BL2.2.1 Incorpora, con sentido crítico, las fórmulas sociales y de tratamiento, propias de las relaciones cotidianas en situaciones formales o informales y en las costumbres y tradiciones más específicas de las diferentes culturas, mostrando actitudes inclusivas..</p> <p>4oLE.BL2.2.2 Incorpora, con sentido crítico, a la producción y la interacción, las convenciones sociales tales como las costumbres y tradiciones más específicas de las diferentes culturas mostrando actitudes inclusivas.</p>	<p>Session 1: 1, 2, 3</p> <p>Session 2: 2, 3</p> <p>Session 3: 2, 3, 4</p> <p>Session 4: 1, 2</p> <p>Session 6: 2</p> <p>Session 7: 1</p> <p>Session 8: 2</p>	
<p>Funciones Comunicativas</p> <p>Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</p> <p>Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Relación de acciones en el tiempo.</p> <p>Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista.</p> <p>Expresión del grado de certeza. Confirmación o corrección de una información.</p> <p>Expresión de deseos, promesas, probabilidad o improbabilidad.</p>	<p>4oLE.BL2.3 Producir o coproducir, textos orales de longitud media, en diferentes soportes, coherentes y adecuados al propósito comunicativo, utilizando los conocimientos sobre funciones, patrones discursivos, organización textual, estructuras morfosintácticas y léxico, expresiones o modismos de uso frecuente o más específico, con sentido estético y creatividad.</p>	<p>4oLE.BL2.3.1 Produce o coproduce con sentido crítico textos orales,, tales como expresión del grado de certeza, expresión de deseos, promesas, probabilidad o improbabilidad y formulación de hipótesis, utilizando los conocimientos sobre las funciones comunicativas, con sentido estético y creatividad.</p> <p>4oLE.BL2.3.2 Produce o coproduce textos orales utilizando un repertorio amplio de palabras y expresiones de uso frecuente y más específico así como colocaciones complejas relacionadas con el tema con apenas errores o repeticiones.</p> <p>4oLE.BL2.3.3 Produce o coproduce</p>	<p>Session 1: 1, 3</p> <p>Session 2: 2, 4</p> <p>Session 3: 3, 4, 5</p> <p>Session 4: 1, 2, 3</p> <p>Session 5: 1, 2, 4</p> <p>Session 6: 1</p> <p>Session 7: 1, 2</p>	

	<p>Expresión de sentimientos tales como la indiferencia, la admiración, la simpatía o la aversión. Plantear quejas, tranquilizar y dar ánimos. Expresión de síntomas y sensaciones físicas.</p> <p>Uso del lenguaje como herramienta para aprender y reflexionar sobre su propio aprendizaje.</p>		<p>textos orales utilizando las estructuras morfo-sintácticas y discursivas adecuadas al nivel de forma que permita un discurso claro, articulado y fluido.</p>		
	<p>Léxico, expresiones y modismos de uso frecuente (Producción)</p> <p>Desarrollo y expansión del vocabulario enumerado.</p> <p>Ampliación del vocabulario y sinónimos de la lengua extranjera:</p> <p>Identificación personal</p> <p>Vivienda, hogar y entorno</p> <p>Actividades de la vida diaria</p> <p>Familia y amigos</p> <p>Tiempo libre, ocio y deporte</p> <p>Salud y cuidados físicos</p> <p>Educación y estudio</p> <p>Tecnologías de la Información y de la Comunicación</p> <p>Lenguaje de aula</p> <p>Lingüísticos: Modificación de palabras de significado parecido y definición o reformulación de un término o expresión.</p> <p>Paralingüísticos y paratextuales: Petición de ayuda.</p>	<p>4oLE.BL2.4 Utilizar en situaciones de comunicación habituales o menos habituales, claramente estructuradas y en diferentes soportes, con la ayuda de modelos, las estrategias y los recursos lingüísticos y paralingüísticos propios de la interacción oral, aunque se dependa en gran medida de la actuación del interlocutor.</p>	<p>4oLE.BL2.4.1 Utiliza, de forma autónoma, técnicas lingüísticas como la definición o reformulación de un término o expresión o paratextuales y paralingüísticas tales como los recursos audiovisuales o la proxémica.</p>	<p>Session 1: 1, 2</p> <p>Session 2: 1, 4, 5</p> <p>Session 3: 2, 4</p> <p>Session 4: 1, 2</p> <p>Session 5: 1, 2, 4</p> <p>Session 6: 1</p> <p>Session 7: 1</p> <p>Session 8: 1</p>	

	<p>Técnicas de expresión oral (señalar objetos, usar deícticos o realizar acciones que aclaran el significado).</p> <p>Uso del lenguaje corporal culturalmente pertinente: gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica.</p> <p>Interacción oral: fórmulas o gestos simples para tomar o ceder el turno de palabra.</p> <p>Usar sonidos extralingüísticos y cualidades prosódicas convencionales.</p>				
3	<p>Estrategias de comprensión</p> <p>Movilización de información previa sobre tipo de tarea y tema. Conectar el propio conocimiento y experiencia sobre el tema.</p> <p>Comprensión automatizada de palabras comunes en diferentes contextos.</p> <p>Distinción de tipos de comprensión. Sentido general, información esencial, puntos principales, detalles relevantes en una variedad de textos más complejos.</p> <p>Resumen y explicación de las ideas más importantes y de los detalles de interés.</p> <p>Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.</p> <p>Inferir del contexto y del cotexto los significados de palabras y expresiones de uso menos frecuente o más específico.</p>	<p>4oLE.BL.3.1 Identificar, aplicando estrategias de comprensión escrita, la información esencial, ideas principales, y los detalles más relevantes en textos de longitud media, continuos y discontinuos, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos en los ámbitos personal, público, ocupacional y educativo.</p> <p>4oLE.BL.3.2 Leer en voz alta textos literarios y no literarios de longitud media con precisión, fluidez y expresividad.</p>	<p>4oLE.BL.3.1.1 Identifica la información esencial en textos escritos de longitud media, en diferentes soportes, aplicando estrategias de comprensión escrita tales como el uso de diccionarios monolingües y bilingües.</p> <p>4oLE.BL.3.1.2 Distingue la información esencial, las ideas principales en textos sobre temas generales o menos habituales, en los ámbitos personal, público, educativo y ocupacional.</p> <p>4oLE.BL.3.1.3 Identifica, con sentido crítico, el tipo de texto y su estructura así como el registro formal e informal en anuncios, biografías, informes, noticias, canciones, fábulas, poemas, historias, artículos de opinión y críticas, en diferentes soportes: <i>podcast</i>, video conferencias, etc.</p> <p>4oLE.BL.3.2.1 Lee en voz alta textos de longitud media con precisión, fluidez y expresividad.</p>	<p>Session 2: 1, 5</p> <p>Session 3: 2, 6</p> <p>Session 4: 6</p> <p>Session 5: 3, 4, 6</p> <p>Session 6: 2</p> <p>Session 7: 1</p>	<p>CCLI</p> <p>CEC</p> <p>CSC</p> <p>CD</p> <p>CAA</p>

<p>Desarrollo de interpretaciones utilizando ideas explícitas e implícitas para apoyar dichas interpretaciones.</p> <p>Formulación de preguntas para clarificar hipótesis.</p> <p>Utilización de diccionarios, monolingües y bilingües tanto en formato impreso como digital.</p> <p>Lectura expresiva en voz alta para mejorar la pronunciación, la entonación y el ritmo necesarios para la comprensión del texto.</p>				
<p>Aspectos socioculturales y sociolingüísticos</p> <p>Fórmulas sociales y de tratamiento propias de los contactos sociales informales, o formales con una situación de jerarquía.</p> <p>Patrones de comportamiento: movimientos de atención y silencios.</p> <p>Relaciones interpersonales e interculturales como reconocer los tabúes propios de las diferentes culturas.</p> <p>Convenciones sociales: rituales, costumbres y tradiciones más específicas de las diferentes culturas.</p> <p>Manifestaciones culturales y artísticas tales como los medios de comunicación, acontecimientos históricos, contrastes interculturales, etc.</p>	<p>4oLE.BL3.3 Detectar, con actitud crítica, en textos escritos, los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, las relaciones interpersonales e interculturales, a las costumbres, celebraciones y manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor.</p>	<p>4oLE.BL3.3.1 Reconoce las fórmulas sociales y de tratamiento características de relaciones cotidianas en situaciones formales o informales y en los rituales, costumbres y tradiciones más específicas de las diferentes culturas.</p> <p>4oLE.BL3.3.2 Detecta, con sentido crítico, los aspectos socioculturales y sociolingüísticos en los medios de comunicación, acontecimientos históricos y contrastes socioculturales, considerando la diversidad y las diferencias en el grupo desde una perspectiva inclusiva como elemento enriquecedor.</p>	<p>Session 3: 2</p> <p>Session 5: 3, 6</p> <p>Session 8: 2</p>	
<p>Funciones Comunicativas</p> <p>Excusarse y pedir disculpas.</p> <p>Establecimiento y mantenimiento de la comunicación y organización del discurso:</p>	<p>4oLE.BL3.4 Distinguir las funciones comunicativas CCLI del nivel y las estructuras morfosintácticas asociadas CD así como la organización textual y el léxico, expresiones y modismos de uso frecuente y más específico, los conocimientos sobre patrones</p>	<p>4oLE.BL3.4.1 Distingue la función comunicativa en textos orales tales como la expresión del grado de certeza, expresión de deseos, promesas, probabilidad o</p>	<p>Session 3: 2</p> <p>Session 5: 3, 6</p> <p>Session 8: 2</p>	

<p>rectificar lo que se ha dicho o parafrasear para solucionar un problema de comunicación.</p> <p>Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</p> <p>Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Relación de acciones en el tiempo.</p> <p>Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista.</p> <p>Confirmación o corrección de una información.</p> <p>Expresión de sentimientos tales como la indiferencia, la admiración, la simpatía o la aversión. Planteamiento de quejas, tranquilizar y dar ánimos. Expresión de síntomas y sensaciones físicas.</p> <p>Comprensión del uso del lenguaje como herramienta para aprender y reflexionar sobre su propio aprendizaje.</p> <p>Reglas ortográficas básicas, puntuación, convenciones tipográficas, abreviaturas, símbolos de uso común y convenciones ortográficas más habituales en la redacción de textos en soporte electrónico.</p>	<p>discursivos, las convenciones ortográficas, tipográficas y de puntuación para la comprensión de textos escritos de longitud media, estructurados y en diferentes soportes.</p>	<p>improbabilidad y formulación de hipótesis.</p> <p>4oLE.BL3.4.2 Reconoce un repertorio amplio de palabras y expresiones de uso frecuente y más específico, así como colocaciones complejas.</p> <p>4oLE.BL3.4.4 Distingue las convenciones ortográficas, tipográficas y de puntuación, para la comprensión de textos escritos de longitud media, claramente estructurados y en diferentes soportes.</p>		
<p>Léxico, expresiones y modismos de uso frecuente (Recepción)</p> <p>Ampliación del vocabulario y sinónimos de la lengua extranjera.</p> <p>Desarrollo y expansión del vocabulario enumerado: Identificación personal</p> <p>Actividades de la vida diaria</p>	<p>4oLE.BL3.5 Inferir el significado de palabras y expresiones de uso menos frecuente y más específico en textos escritos de longitud media, en diferentes soportes, con apoyo del contexto y del cotexto.</p>	<p>4oBL3.5.1 Infiere el significado de palabras y expresiones de uso menos frecuente y más específico en textos escritos de longitud media, en diferentes soportes, con apoyo del contexto y el cotexto.</p>	<p>Session 1: 2</p> <p>Session 2: 1</p> <p>Session 3: 6</p> <p>Session 4: 6</p> <p>Session 5: 3, 6</p> <p>Session 6: 1</p>	

	<p>Familia y amigos</p> <p>Salud y cuidados físicos</p> <p>Educación y estudio</p> <p>Tecnologías de la Información y de la Comunicación</p> <p>Lenguaje de aula</p>			Session 7: 1	
4	<p>Estrategias de producción e interacción escrita</p> <p>Planificación</p> <p>Movilización y coordinación de las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (generar ideas sobre un tema y seleccionar los recursos adecuados).</p> <p>Localización y uso adecuado de recursos lingüísticos o temáticos. Selección crítica de la información para apoyar las ideas de la producción escrita.</p> <p>Ejecución</p> <p>Expresión del mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto: cuestionarios, textos informativos, descriptivos y narrativos; argumentativos; correspondencia personal; correspondencia formal.</p> <p>Andamiaje en los conocimientos previos de otras lenguas.</p> <p>Utilización de oraciones de diferente longitud y estructura y de mayor complejidad para organizar el texto con la suficiente cohesión interna y coherencia.</p>	<p>4oLE.BL4.1 Producir o coproducir textos escritos de longitud media, continuos o discontinuos, coherentes y estructurados, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos, en los ámbitos personal, público, educativo y ocupacional, aplicando estrategias de planificación, ejecución y revisión con creatividad y sentido estético.</p>	<p>4oLE.BL4.1.1 Produce o coproduce de forma autónoma textos continuos o discontinuos de varias tipologías, coherentes y estructurados, en diferentes soportes, aunque cometa algunos errores gramaticales, utilizando las estrategias de producción escrita.</p> <p>4oLE.BL4.1.2 Produce o coproduce, de forma autónoma, textos narrativos, descriptivos y argumentativos sobre temas generales y menos habituales, en los ámbitos personal, público, educativo y ocupacional, utilizando un registro adecuado a la situación comunicativa con las estructuras morfosintácticas y el léxico del nivel, con creatividad y sentido estético.</p>	<p>Session 1: 1, 2, 4</p> <p>Session 2: 3, 5</p> <p>Session 3: 1, 6</p> <p>Session 4: 4, 6</p> <p>Session 5: 1, 3, 6</p> <p>Session 6: 2</p> <p>Session 7: 1, 2</p> <p>Session 8: 1, 2</p> <p>Session 9: 1, 2</p>	<p>CCLI</p> <p>CEC</p> <p>CSC</p>

<p>Revisión.</p> <p>Reajuste de la tarea o del mensaje. Coevaluación del texto escrito.</p>				
<p>Aspectos socioculturales y sociolingüísticos</p> <p>Fórmulas sociales y de tratamiento propias de los contactos sociales informales, o formales con una situación de jerarquía.</p> <p>Patrones de comportamiento: movimientos de atención y silencios.</p> <p>Relaciones interpersonales e interculturales como reconocer los tabúes propios de las diferentes culturas.</p> <p>Registro: expresiones coloquiales. Diferencias entre el texto oral y escrito.</p> <p>Convenciones sociales: rituales, costumbres y tradiciones más específicas de las diferentes culturas.</p> <p>Manifestaciones culturales y artísticas tales como los medios de comunicación, acontecimientos históricos, contrastes interculturales, etc.</p>	<p>4oLE.BL4.2 Incorporar a la producción escrita los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, al comportamiento, a las relaciones interpersonales e interculturales, a las convenciones sociales y a las manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor y evitando estereotipos y prejuicios.</p>	<p>4oLE.BL4.2.1 Incorpora con sentido crítico las fórmulas sociales y de tratamiento propias de las relaciones cotidianas y de otras costumbres y tradiciones, en situaciones formales e informales, mostrando actitudes inclusivas.</p> <p>4oLE.BL4.2.2 Incorpora con sentido crítico a la producción y la interacción, convenciones sociales propias de costumbres y tradiciones específicas de diferentes culturas, mostrando actitudes inclusivas.</p>	<p>Session 1: 3, 4, 5</p> <p>Session 2: 3, 5</p> <p>Session 3: 4, 5</p> <p>Session 4: 4, 5</p> <p>Session 5: 2, 4, 5, 6</p> <p>Session 6: 2</p> <p>Session 7: 1</p> <p>Session 8: 1, 2</p> <p>Session 9: 1</p>	
<p>Funciones Comunicativas</p> <p>Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</p> <p>Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros. Relación</p>	<p>4oLE.BL4.3 Producir o coproducir textos escritos de longitud media en diferentes soportes, coherentes y adecuados al propósito comunicativo, utilizando los conocimientos sobre funciones, discursivos, organización textual, morfosintácticas, convenciones tipográficas y de puntuación, así como el léxico,</p>	<p>4oLE.BL4.3.1 Produce o coproduce, con sentido crítico y creatividad, textos para expresar certeza, probabilidad, hipótesis, quejas o sentimientos, utilizando los conocimientos sobre las funciones comunicativas.</p> <p>4oLE.BL4.3.2 Produce o coproduce</p>	<p>Session 3: 2</p> <p>Session 5: 3, 6</p> <p>Session 8: 2</p>	

<p>de acciones en el tiempo.</p> <p>Expresión de sentimientos tales como la indiferencia, la admiración, la simpatía o la aversión. Plantear quejas, tranquilizar y dar ánimos. Expresión de síntomas y sensaciones físicas.</p> <p>Uso del lenguaje como herramienta para aprender y reflexionar sobre su propio aprendizaje.</p> <p>Léxico, expresiones y modismos de uso frecuente (Producción)</p> <p>Ampliación del vocabulario y sinónimos de la lengua extranjera.</p> <p>Desarrollo y expansión del vocabulario enumerado: Identificación personal</p> <p>Actividades de la vida diaria</p> <p>Familia y amigos</p> <p>Salud y cuidados físicos</p> <p>Educación y estudio</p> <p>Tecnologías de la Información y de la Comunicación</p> <p>Lenguaje de aula</p> <p>Expresión del mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto: cuestionarios, textos informativos, descriptivos y narrativos; argumentativos; correspondencia personal; correspondencia formal.</p> <p>Reglas ortográficas básicas, puntuación, convenciones tipográficas, abreviaturas, símbolos de uso común y convenciones ortográficas más habituales en la redacción de textos en soporte</p>	<p>expresiones y modismos de uso frecuente y más específicos, en las diferentes situaciones comunicativas con sentido estético y creatividad.</p>	<p>textos escritos utilizando un repertorio amplio de palabras y expresiones de uso frecuente y más específico así como colocaciones complejas relacionadas con el tema con apenas errores o repeticiones.</p> <p>4oLE.BL4.3.3 Produce o coproduce textos escritos de longitud media utilizando las estructuras morfo-sintácticas y discursivas adecuadas al nivel de forma que resulte un texto correcto y claro.</p>		
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	electrónico.				
5	<p>Búsqueda, selección y organización de la información en medios digitales</p> <p>Herramientas digitales de búsqueda y visualización: búsqueda en blogs, <i>wikis</i>, foros, banco de sonidos, páginas web especializadas, diccionarios y enciclopedias virtuales, bases de datos especializadas.</p> <p>Estrategias de filtrado en la búsqueda de la información.</p> <p>Almacenamiento de la información digital en dispositivos informáticos y servicios de la red. Valoración de los aspectos positivos de las TIC para la búsqueda y contraste de información. Organización de la información siguiendo diferentes criterios.</p>	<p>4oLE.BL5.1 Buscar y seleccionar información, CD documentos de texto, imágenes, bandas sonoras y vídeos a partir de una estrategia de filtrado y de forma contrastada en medios digitales como banco de sonidos, páginas web especializadas, diccionarios y enciclopedias virtuales o bases de datos especializadas, registrándola en papel de forma cuidadosa o almacenándola digitalmente en dispositivos informáticos y servicios de la red.</p>	<p>4oLE.BL5.1.1 Busca y selecciona información en medios digitales diversos, adecuada al nivel educativo, utilizando estrategias de filtrado y contrastándola en diferentes medios digitales.</p> <p>4oLE.BL5.1.2 Registra la información correspondiente al nivel educativo en papel de forma cuidadosa o la almacena digitalmente en dispositivos informáticos y servicios de red.</p>	<p>Session 1: 2</p> <p>Session 2: 1, 5</p> <p>Session 3: 6</p> <p>Session 4: 6</p> <p>Session 5: 3, 6</p> <p>Session 6: 2</p> <p>Session 7: 1</p> <p>Session 8: 1</p> <p>Session 9: 1, 2</p>	<p>CD</p> <p>SIEE</p> <p>CAA</p> <p>CSC</p>
	<p>Comunicación</p> <p>Uso de las herramientas más comunes de las TIC y de las audiovisuales para colaborar y comunicarse con el resto del grupo con la finalidad de planificar el trabajo, aportar ideas constructivas propias y comprender las ideas ajenas, etc. Compartir información y recursos y construir un producto o meta colectivo.</p> <p>Correo electrónico. Módulos cooperativos en entornos personales de aprendizaje. Servicios de la web social como blogs, <i>wikis</i>, foros.</p> <p>Hábitos y conductas en la comunicación y en la protección del propio individuo y de otros de las malas prácticas como el ciberacoso.</p> <p>Análisis del destinatario y adaptación de la</p>	<p>4ºLE.BL.5.2 Colaborar y comunicarse para construir un producto o tarea colectiva filtrando y compartiendo información y contenidos digitales utilizando las herramientas de comunicación TIC, servicios de la web social y entornos virtuales de aprendizaje. Aplicar buenas formas de conducta en la comunicación y prevenir, denunciar y proteger a otros de las malas prácticas como el ciberacoso.</p>	<p>4oLE.BL5.2.1 Colabora y se comunica para construir un producto o tarea colectiva del nivel educativo, filtrando y compartiendo información y contenidos digitales y utilizando las herramientas de comunicación TIC, servicios de la web social y entornos virtuales de aprendizaje.</p> <p>4oLE.BL5.2.2 Aplica buenas formas en la comunicación y previene, denuncia y protege a otros de las malas prácticas como el ciberacoso.</p>	<p>Session 1: 1-5</p> <p>Session 2: 1-5</p> <p>Session 3: 1-6</p> <p>Session 4: 1-6</p> <p>Session 5: 1-6</p> <p>Session 6: 1-2</p> <p>Session 7: 1-2</p> <p>Session 8: 1-2</p> <p>Session 9: 1-3</p>	

<p>comunicación en función del mismo.</p> <p>Hábitos y conductas para filtrar la fuente de información más completa y compartirla con el grupo.</p>				
<p>Creación de contenidos digitales</p> <p>Realización, formateado sencillo e impresión de documentos de texto. Diseño de presentaciones multimedia.</p> <p>Escalado, rotación y recorte de imágenes.</p> <p>Derechos de autor y licencias de publicación. Habilidades personales de autorregulación.</p>	<p>4ºLE.BL.5.3 Crear y editar contenidos digitales como documentos de texto o presentaciones multimedia con sentido estético, utilizando aplicaciones informáticas de escritorio para incluirlos en sus propios proyectos y tareas.</p>	<p>4oLE.BL5.3.1 Crea y edita documentos de texto y presentaciones multimedia con sentido estético que incluye en sus propios proyectos y tareas, utilizando aplicaciones informáticas de escritorio.</p>	<p>Session 6: 2</p> <p>Session 7: 1</p> <p>Session 8: 1</p> <p>Session 9: 1</p>	
<p>Iniciativa e innovación</p> <p>Autoconocimiento. Valoración de fortalezas y debilidades.</p> <p>Autorregulación de emociones, control de la ansiedad e incertidumbre y capacidad de automotivación. Resiliencia, superar obstáculos y fracasos. Perseverancia, flexibilidad. Pensamiento alternativo.</p> <p>Sentido crítico.</p>	<p>4oLE.BL5.4 Realizar de forma eficaz tareas o proyectos, tener iniciativa para emprender y proponer acciones siendo consciente de sus fortalezas y debilidades, mostrar curiosidad e interés durante su desarrollo y actuar con flexibilidad buscando soluciones alternativas.</p>	<p>4oLE.BL5.4.1 Realiza de forma eficaz tareas o proyectos del nivel educativo siendo consciente de sus fortalezas y debilidades.</p> <p>4oLE.BL5.4.2 Tiene iniciativa para emprender y proponer acciones cuando realiza tareas o proyectos del nivel educativo y actúa con flexibilidad buscando soluciones alternativas a las dificultades encontradas durante su desarrollo.</p> <p>4oLE.BL5.4.3 Muestra curiosidad e interés durante la planificación y el desarrollo de tareas o proyectos del nivel educativo en los que participa.</p>	<p>Session 1: 1-5</p> <p>Session 2: 1-5</p> <p>Session 3: 1-6</p> <p>Session 4: 1-6</p> <p>Session 5: 1-6</p> <p>Session 6: 1-2</p> <p>Session 7: 1-2</p> <p>Session 8: 1-2</p> <p>Session 9: 1-3</p>	
<p>Planificación y evaluación de proyectos</p> <p>Estrategias de planificación, organización y gestión.</p> <p>Selección de la información técnica y recursos</p>	<p>4oLE.BL5.5 Planificar tareas o proyectos, individuales o colectivos, haciendo una previsión de recursos y tiempos ajustada a los objetivos propuestos, adaptarlo a cambios e imprevistos transformando las dificultades en posibilidades, evaluar</p>	<p>4oLE.BL5.5.1 Planifica tareas o proyectos del nivel educativo, individuales o colectivos, haciendo una previsión de recursos y tiempos ajustados a los objetivos propuestos, adaptando la planificación realizada a cambios e imprevistos transformando</p>	<p>Session 1: 1-5</p> <p>Session 2: 1-5</p> <p>Session 3: 1-6</p> <p>Session 4: 1-6</p>	

	<p>materiales.</p> <p>Estrategias de supervisión y resolución de problemas.</p> <p>Evaluación de procesos y resultados. Valoración del error como oportunidad. Habilidades de comunicación.</p> <p>Responsabilidad y eficacia en la resolución de tareas.</p> <p>Asunción de distintos roles en equipos de trabajo. Pensamiento de perspectiva</p> <p>Solidaridad, tolerancia, respeto y amabilidad. Técnicas de escucha activa</p> <p>Diálogo igualitario.</p> <p>Conocimiento de estructuras y técnicas de aprendizaje cooperativo.</p>	<p>con ayuda de guías el proceso y el producto final y comunicar de forma personal los resultados obtenidos.</p> <p>4ºLE.BL5.7 Participar en equipos de trabajo para conseguir metas comunes asumiendo diversos roles con eficacia y responsabilidad, apoyar a los compañeros y compañeras demostrando empatía y reconociendo sus aportaciones y utilizar el diálogo igualitario para resolver conflictos y discrepancias.</p>	<p>las dificultades en posibilidades.</p> <p>4oLE.BL5.5.2 Evalúa con ayuda de guías el producto final y el proceso seguido en el desarrollo CAA de tareas o proyectos individuales y colectivos del nivel educativo.</p> <p>4oLE.BL5.5.3 Comunica de forma personal los resultados obtenidos en la realización de tareas y proyectos del nivel educativo</p> <p>4oLE.BL5.7.1 Colabora en la organización de un equipo de trabajo asignando roles y gestionando recursos con eficacia y responsabilidad cuando participa en equipos de trabajo para conseguir metas comunes.</p> <p>4oLE.BL5.7.2 Apoya por propia iniciativa a sus compañeros y compañeras influyendo positivamente en el grupo y generando implicación en la tarea cuando participa en equipos de trabajo para conseguir metas comunes.</p> <p>4oLE.BL5.7.3 Actúa de manera informal como mediador en los conflictos y discrepancias habituales que aparecen en la interacción con sus compañeros y compañeras mientras participa en equipos de trabajo utilizando el diálogo igualitario.</p>	<p>Session 5: 1-6</p> <p>Session 6: 1-2</p> <p>Session 7: 1-2</p> <p>Session 8: 1-2</p> <p>Session 9: 1-3</p> <p>Session 10: 1-2</p>	
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