

TRADITIONAL CASE

Your school is in a big city and supports a learning community project. You are the tutor of the 3rd course of Primary Education. Our class is a mixed-ability group of 24 pupils. There is a girl with Autism Spectrum Disorder grade 1 and a boy with Language specific disorder (with limited reading and writing)

Design a contextualized learning situation, that will be part of a Didactic Unit for celebrating the Family Day and that includes dialogic learning.

In the first place, I will explain the index that I have followed in the explanation of the practical case that I have chosen and that, later, I will develop in the most organized way possible:

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1. INTRODUCTION

In our increasingly interconnected and multicultural world, the importance of learning English transcends linguistic proficiency; it becomes a key to fostering understanding and unity among the diverse types of families that make up society today. English serves as a global bridge language, facilitating communication and collaboration across borders. The Common European Framework of Reference for Languages (CEFR) recognizes the significance of English proficiency in promoting intercultural competence and effective communication. As the renowned linguist David Crystal stated, "English is not just a language; it's a medium for communication and interaction between cultures." In the context of diverse family structures, where individuals may come from different linguistic backgrounds, English proficiency becomes a unifying force, enabling families to navigate a world that celebrates its rich cultural mosaic. Moreover, the 2030 Agenda for Sustainable Development underscores the role of education, including language learning, in achieving global goals. English proficiency supports these goals by fostering inclusivity, promoting equality, and contributing to the building of a more harmonious and interconnected world.

2. LEGISLATION AND THEORETICAL FRAMEWORK

2.1 Legal framework

Before starting with the development of this Traditional case, the legislative for primary education are ***Organic Law 3/2020, of December 29th, which modifies Organic Law 2/2006, of May 3rd, of Education*** (From here on out LOMLOE), ***Royal Decree 157/2022 of March 1st, which establishes the organization and minimum teachings of Primary Education***. (From here on out Royal Decree 157/2022 of March 1st) the **Foral Decree 67/2022, of June 22**, which establishes the curriculum for Primary Education courses in the Foral Community of Navarra. (hereinafter Foral Decree 67/2022, of June 22). In addition, in our community we find **Foral Order 52/2023, of June 12, of the Minister of Education, which regulates the evaluation and promotion of students who study Primary Education in the Foral Community of Navarra** (hereinafter Foral Order 52/2023, of June 12). Regarding attention to individual differences, we find **Foral Order 69/2023, of August 21, of the Minister of Education, which regulates educational inclusion in non-university teaching centers in the Foral Community of Navarra**. (hereinafter Foral Order 69/2023, of August 21).

2.2 Theoretical Framework

The implementation of a learning communities approach in primary schools, especially for English language learning, is rooted in the ideas of educational scholars like Vygotsky and Dewey. Vygotsky's sociocultural theory highlights the importance of social interactions in learning. The creation of learning communities is in the same line as Vygotsky's notion that "what a child can do in cooperation today, they can do alone tomorrow" also known as the Zone Of Proximal Development. In the context of primary education, this implies that collaborative learning within a community fosters language development, particularly in the acquisition of English. John Dewey's philosophy further supports this approach, emphasizing experiential learning and the integration of education with real-life situations. The learning communities model, when applied to English language learning, incorporates practical, dialogic

experiences that mirror the linguistic challenges students may encounter in the diverse worlds re

The application of dialogic learning in English language education addresses the challenges of the 21st century by equipping students with the linguistic and communicative skills necessary for global citizenship. In the context of the 2030 Agenda for Sustainable Development, this approach contributes to Goal 4 by promoting inclusive and quality education. The multi-level and multi-skills nature of dialogic learning ensures that primary education is not only linguistically enriching but also inclusive, accommodating the diverse backgrounds and abilities of students, thereby fostering a sense of community within the classroom.

In my class there is a student with Autism Spectrum Disorder grade one whose main characteristics are exhibiting difficulties in social interaction, communication, and repetitive behaviors. She struggles with understanding nonverbal cues and maintaining eye contact. Sensory sensitivities and rigid adherence to routines are also common, requiring tailored support and individualized learning approaches to foster their academic and social development.

On the other hand, students with language-specific disorders, particularly in reading and writing, often struggle with phonological awareness, decoding, and encoding skills. They may have difficulty recognizing and manipulating sounds in words, leading to challenges in reading fluency and comprehension. Written expression may also be affected, with difficulties in spelling, grammar, and organizing ideas coherently. These students may benefit from targeted interventions focusing on phonics, vocabulary development, and explicit instruction in reading and writing strategies.

Let me continue examining the context in which I am teaching.

3 CONTEXT

The school is in a big city and is enrolled in a learning community project.

I am the tutor of the 3rd course of Primary Education. My class is a mixed-ability group of 24 pupils. There is a girl with Autism Spectrum Disorder grade 1 and a boy with Language specific disorder (with limited reading and writing) who requires specific measures that will be specify later without forgetting inclusion.

Students in the third grade of primary education, following Piaget's ideas, typically display cognitive development marked by increased attention span, improved memory, and the ability to engage in more complex problem-solving tasks. Socially, they begin to form more structured peer relationships, showing a growing awareness of social norms and cooperative play. Linguistically, these students exhibit expanded vocabulary and enhanced language skills, demonstrating proficiency in reading, writing, and verbal communication, with a focus on building foundational literacy skills.

It is time to deal with the curricular elements regarded for designing the didactic proposal.

4. DIDACTIC PROPOSAL

Key Competences/Exit profile

The key competences are defined in **article 2** of the *Royal Decree 157/2022, of March 1st*, performances that are considered essential so that students can progress with guarantees of success in their training itinerary, and face the main challenges and global and local challenges. The key competences are included in the exit profile of students at the end of basic education and are the adaptation to the Spanish educational system of the key competences established in the Recommendation of the Council of the European Union of May 22, 2018 regarding the key competencies for lifelong learning.

In accordance with **article 9 of Royal Decree 157/2022, of March 1st**, the exit profile of the students at the end of basic education constitutes the concretion of the principles and purposes of the educational system reinforced to basic education that bases the rest of curricular decisions. The exit profile identifies and defines, in connection with the challenges of the 21st century, the key competencies that students must have developed at the end of basic education, and introduces guidelines on the level of performance expected at the end of Primary Education. Although we know that all the competencies are put into operation in the learning processes, we highlight the following

According to the **Foral Decree 67/2022, of June 22**, by which relationship between Basic knowledges, criteria and competences are described in Primary Education, Key Competences.

The capacities of the students expressed by means of objectives have the final aim of developing the key competences in our students. A key competence is the ability to integrate knowledge, skills attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations. The development of the key competences implies the integration and application of theoretical and practical knowledge in settings outside the academic context.

During the development of this case the pupils will be focused on the following:

Multilingual competence: (MC) as the foreign language, in this case, English, is the medium to express our ideas and thoughts.

Personal, social and learning to learn competence: (PSLC) Working together, respecting turns and active listening to each other are some aspects worked in the learning situation described below.

Citizenship competence: (CC) we are learning that we live in a diverse and multicultural society where everybody must be respected.

Cultural awareness and expressions: (CAE) as we are dealing with different types of families from different origins.

Key Competences are directly related to the Specific Competences.

Objectives of the stage.

The objectives, according to **Foral Decree 67/2022, of June 22, Article 3**, achievements that students are expected to have achieved at the end of the stage and whose achievement is linked to the acquisition of key skills from our proposal we will contribute especially to the development of the following objectives of **article 8**

Stage objectives are reflected in **Foral Decree 67/2022, of June 22,** as general objectives they must acquire at the end of the stage in all the areas. ,

- d) Know, understand and respect different cultures and differences between people, equal rights and opportunities for women and men and non-discrimination of people on the basis of ethnicity, sexual orientation or identity, religion or beliefs, disability or other conditions.
- f) Acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and cope in everyday situations..

The **learning objectives** that we must achieve in this case are:

- ☐ To respect cultural diversity and types of families.
- ☐ To participate in conversations about a topic previously worked and prepared.
- ☐ To understand oral interactions and questions about the topic of families.

Specific competences /operational descriptors

In **article 3** of **Foral Decree 67/2022, of June 22,** performances that students must be able to display in activities or situations whose approach requires the basic knowledge of each area or field. Specific competences constitute an element of connection between, on the one hand, the exit profile of the students, and, on the other, the basic knowledge of the areas or fields and the evaluation criteria. Operational descriptors of key competences: reference framework from which specific competences and key competences are linked, enabling the evaluation of specific competences to determine the degree of acquisition of key competences.

The specific competences that we will work, according to the **Foral Decree 67/2022, of June 22,**

3. Interact with other people using everyday expressions, using cooperation strategies and employing analogue and digital resources, to respond to immediate needs of interest in communicative exchanges that respect the rules of courtesy. This specific competence is connected with the following descriptors of the Output Profile: CCL5, CP1, CP2, STEM1, CPSAA3, CC3, CE1, CE3.

4. Mediate in predictable situations, using strategies and knowledge to process and transmit basic and simple information, in order to facilitate communication. This specific competence is connected with the following descriptors of the Output Profile: CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1.

Basic knowledge

Pursuant to **article 3** of **Foral Decree 67/2022, of June 22,** knowledge, skills and attitudes that

constitute the specific contents of an area or field and whose learning is necessary for the acquisition of specific competencies.

The contents for the area of English in Primary Education are stated in the. **Foral Decree 67/2022, of June 22**, bearing in mind the second cycle of Primary Education.

A. Communication.

A.1 Self-confidence and reflection on learning. Error as an integral part of the process.

A2 Basic strategies commonly used for understanding and producing short, simple and contextualized oral, written and multimodal texts

B. Multilingualism.

B.1 Strategies and techniques to compensate for communicative deficiencies in order to respond to an essential need, despite the limitations derived from the level of competence in the foreign language and in the other languages of the native linguistic repertoire.

B.2 Basic strategies commonly used to identify, retain, recover and use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) based on the comparison of the languages and varieties that make up the personal linguistic repertoire

C. Interculturality.

C.1 Foreign language as a means of communication and relationships with people from other countries, and as a means of learning about different cultures and ways of life.

C.2 Interest in participating in planned communicative exchanges, through different media, with foreign language students

Cross-curricular Contents

Royal Decree 157/2022, of March 1, article 6 Pedagogical principles, we find the following transversal contents:

- Equality between men and women.
- Education for peace.
- Education for responsible consumption and sustainable development.
- Health education.
- Emotional education and values

In this way, I am developing education for peace and respect towards diversity in the world we live, supporting the objectives 4 (quality education) and 10 (reducing inequalities) of the 2030 Agenda objectives.

All of these curricular aspects together with the context are regarded when selecting the methodological approach to employ.

Pedagogical Methodology

When choosing a methodology, we have to take into account that it should be flexible and

adaptable to different situations, learning styles and interest of our pupils. Moreover, we have to choose methodologies that create a communicative atmosphere.

These are the methodology principles we have chosen for the following activities:

- Participation, team work and oral expression will form the basis for my methodology
- To depart from a known and daily used topic for them (family) to increase motivation and activate previous knowledge.
- To encourage team work playing and having fun together.
- To use games and flashcards as a motivating tool.
- To use different kinds of activities to attend diversity and let them explore their strengths and weaknesses.

Moreover, I employ community learning involving families in primary education is a collaborative approach that extends the learning environment beyond the classroom, inviting parents to actively participate in their child's educational journey. In the context of teaching English, this entails creating opportunities for families to engage in language-based activities, fostering a supportive and linguistically enriched atmosphere both at home and in school. Parents might be encouraged to participate in English language workshops, reading sessions, or cultural events that promote language development and a deeper understanding of the curriculum.

I make use of the application of dialogic learning within community learning enhances communication between educators, students, and families. By adopting a dialogic approach, inspired by educational philosophers such as Paulo Freire, parents become active contributors to the learning process. Freire's emphasis on dialogue as a tool for critical thinking aligns with the goal of creating an inclusive and participatory educational environment. In the 21st century, characterized by cultural diversity and rapid technological advancements, community learning and dialogic approaches address the challenges of fostering global citizenship and effective communication.

Learning Situation and Activities

When we plan our lessons, we establish a sequence of Didactic Units in order to achieve our main goals. These didactic units have activities and Learning situations in the area of foreign languages. All of them should encourage their use in as real contexts as possible. In addition, language use in these situations must be accompanied by a reflection on the communicative structures involved, as well as the strategies used and the attitudes associated with these situations, in order to promote Not only communicative competence and multilingual and intercultural awareness, but also the autonomy of students in their own learning process. Learning situations in the Foreign Language area should have the following characteristics:

Learning must be based on action, taking into account the communicative situations that occur in real life for the design of communicative tasks, in which the role of the teacher is a

facilitator and that of the student, an active social agent.

Communicative tasks must be based on real situations and contexts in the personal, social, academic and professional environment that pose a challenge and that integrate the different specific competencies, so that orality is promoted, in an environment of Meaningful learning.

Learning situations, in general, should incorporate the following goals:

- To give situations related to current events
- To assume a challenge or challenge (requirement)
- To incorporate different levels of difficulty (inclusion) through multilevel programming, as well as variety in its nature
- To present the possibility of customizing them (personalization)
- To have an interdisciplinary approach, as well as multilingual and intercultural
- To incorporate various phases that include reception, interaction, mediation and (co-) production, along with a final reflection phase
- To involve student cooperation through the mediation of concepts and / or the communication and negotiation of meanings

In this case, we are going to work on tasks aimed at ensuring that our students achieve the main objective of our Didactic Unit: WE ARE FAMILY. As you can see, each activity and each learning situation that arises in a unit is the opportunity that we give our students to assume and achieve the objectives set and especially make them communicatively competent students.

We will be working the whole week about the topic of families culminating as the final product to celebrate Families' day with a fair with workshops with different games and arts and crafts carried out by family members (15th of May)

As can be seen in the proposed activities, they all go in the direction of achieving the final task proposed in the unit, being examples of communicative tasks with the student as the main focus and attending to the diversity of the class, we have to remember that we've got an ASD and a student Specific Language Disorder.

Our didactic unit is developed in the third term, made of 7 sessions, based on the book "my lovely neighbors". Sessions last 45 minutes, introducing vocabulary and working the 4 skills with activities that help our student to achieve the main goal of the unit and help them to complete the final product.

Students have an active and participative role, while the teacher is the presenter and guide of the learning process. Parents are part of the community learning project and participate in the activities.

All the activities are presented in advances using pictograms to anticipate the ASD student the sequence to follow. We create a calm situation avoiding external distraction trying to make her feel comfortable.

I am going to explain a session that is a contextualized Learning situation inside my unit, and uses an inclusive dialogic learning where the families take part.

1. Activity1: Welcoming Circle (10 minutes) Begin with a welcoming circle where each student shares something special about their family using pictures or drawings

The ASD student uses the family member help and visual support to present the information. There is not too much difficulty for the boy with Language Disorder because the activity is oral.

○ **Activity 2: Interactive Storytelling (15 minutes)** Family members take turns using a picture book “My lovely neighbors” to introduce various types of families, showcasing diversity in family structures and backgrounds.

They incorporate visuals and simple language to accommodate diverse learning needs.

Activity 3 Dialogic task (15 minutes) Families and students take turns to discuss the content of the book, engaging meaningful conversations with each student, focusing on their understanding of family diversity. To facilitate communication, we use nonverbal language, visual supports or write simple questions/words on the digital board to facilitate understanding and encourage participation attending diversity.

Closing Activity (5 minutes). We use the last minutes to give ideas about what the workshop may be about and what type of games they would like to participate in with their family members.

Following this, I consider the resources employed to develop this session.

Resources.

Material resources

We do not need special resources for this session apart from the book, visual supports and our voices.

Personal resources

Participation of families, students, teacher and Assistance teacher. Coordination with the orientation department tutor and specialist is crucial to work in the same line applying the same measures. Meetings with the families are regular especially with the Autism girl and language disorder boy.

Organizational or environmental resources

The desk are organized in a circle to facilitate communication and interaction, we have extra chairs for family members. The main spaces are the class and the library.

Let me continue explaining the assessment procedure.

Evaluation

Regarding evaluation, according to the And the **Royal Decree 157/2022, March 1st** which establishes the basic learnings for Primary Education in its **Article 14** states that:

1. The evaluation of the students will be global, continuous and formative, and will take into account the degree of development of key competences, with the specific competences and their progress in the whole of the processes of learning.

We cannot forget that there must be:

Initial Evaluation: through the presentation of their families, we will gather information about what they already know.

Whole Process: through oral and written question about the comprehension of the story.

Final Evaluation: we will see at the end of the learning situation if students have achieved the goal when they participate in the different workshops.

In **article 2** of **Foral Order 52/2023, of June 12** 3. The evaluation of students will be global, continuous and formative.

The evaluation criteria established in **Foral Decree 67/2022, of June 22**, will be taken as evaluation references for each cycle in each of the areas in order to guarantee an objective evaluation.

Evaluation Criteria.

3.1. Participate in brief and simple interactive situations on everyday topics, close to their experience, prepared in advance, through various media, relying on resources such as repetition, slow pace or non-verbal language, and showing empathy and respect for linguistic courtesy and digital etiquette.

3.2. Select and use, in a guided manner and in everyday situations, basic strategies to greet, say goodbye and introduce themselves; express brief messages; and ask and answer simple questions.

4.1. Interpret and explain texts, concepts and brief and simple communications, in a guided manner, in situations in which diversity must be taken into account, showing empathy and interest in the interlocutors and in the problems of understanding in their immediate environment, relying on various resources and supports

Evaluation Instruments

To properly evaluate our chosen criteria, we will use a rubric.

Regarding to self-assessment, students will have to fill out the portfolio at the end of the learning situation reflection about their own practice and setting new learning goals.

Direct observation of the participation and interaction of the pupils in oral activities.

Evaluation of teaching practice

The teacher's assessment would be developed by the teacher herself but as well by her students by the end of the project.

Families give me oral feedback at the end of the session about positive and aspect to improve

as well as ideas for future dialogic sessions in which they would like to participate.

Students have a “mail box” on my table where they can include suggestions and ideas about the learning process.

Regarding the teacher's self-assessment, further than a chart, it is important to get back to the lesson plan and check which goals we had achieved and which one are still in process in order to keep working on them.

At this point, inclusive education will be examined in detail.

Attention to individual differences

According to the **LOMLOE, article 71.2** establishes that it is up to the educational administrations to ensure the necessary resources so that students who require educational attention different from ordinary one, due to having special educational needs, due to maturational delay, due to language development disorders and communication, due to attention or learning disorders, due to serious lack of knowledge of the language of learning, due to being in a situation of socio-educational vulnerability, due to high intellectual abilities, due to having joined the educational system late or due to personal conditions or school history. , can achieve the maximum possible development of their personal abilities and, in any case, the objectives established in general for the entire student. Legislation related to the attention to diversity/ educative inclusion and the **art. 73**, is defined by students with special educational needs, those who face barriers that limit their access, presence, participation or learning, derived from disabilities or serious behavior, communication and language disorders, for a period of their schooling or throughout all of it, and that requires certain supports and specific educational attention to achieve the learning objectives appropriate to its development. The educational system will have the necessary resources for the early detection of students with special, temporary or permanent educational needs, and so that they can achieve the objectives generally established for all students. To this end, the educational administrations will provide these students with the necessary support from the moment of their schooling or the detection of their need.

In this section we will focus on our girl with ASD and the boy with Language Specific Disorder mentioned before.

Article 16 of Foral Decree 67/2022, of June 22, establishes the definition of Attention to students with special educational needs as those who face barriers that limit their access, presence, participation or learning, derived from disability or serious behavioral, communication and language disorders, for a period of their schooling or throughout it, and who require certain specific educational support and attention to achieve the learning objectives appropriate to their development and **Foral Order 69/2023, of August 21**

Our girl with ASD exhibits challenges in social interactions and communication, alongside repetitive behaviors or intense focus on specific interests. Her main strengths are her keen attention to detail or exceptional abilities in certain areas.

We will follow some procedures to facilitate her learning process.

- The anticipation of all the activities at the beginning of the session.
- The use of pictograms and social stories to facilitate communication and anticipation.
- The adaption of the whole school (pictograms at the doors, coloured paths...) to facilitate the independence of this student.
- Teachers' training in TEEACH method.
- Amplification of times, adapting activities and reducing tasks.

In relation to the student of Language Disorder struggle with expressive and receptive language skills, facing challenges in written language. He exhibits difficulty in organizing thoughts coherently and expressing ideas effectively. The measures proposed are:

- Foster oral expression as he finds more difficulties in writing.
- Provide him more time to express himself and use alternative systems of communication such communication boards, signs or pictures.
- Coordination with the Speech Therapist, parents and external services.
- Communication Skills Training, incorporating explicit instruction in communication skills, including social interaction and pragmatic language, to help students navigate social situations more effectively.

Once I have dealt with the measures to attend inclusion in my class, I consider the professional perspective in detail now.

5.PROFESSIONAL PERSPECTIVE

Coordination with other professionals

Coordination among teachers of the same class is always fundamental. Using coordinate teaching methods and strategies will help our students to increase their learning process and be able to understand better what we expect of them.

In this specific case I have regular meetings with the assistance teacher of the ASD student, the Pedagogical Teacher, the Speech Teacher and Counselor to ensure inclusion of students with difficulties.

Collaboration with the families

Families participate regularly in dialogic gatherings and workshop as part of the learning community project of the center. The main objective is making them participants of the teaching learning process showing that each of us has something unique and valuable to contribute to the community. Communication with the Autism girl family and language disorder boy family is fundamental to see the progress and support them emotionally.

6.DOCUMENTARY SUPPORT

Legal References

Spanish Constitution of 1978 (art. 14, 27 and 49).

Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, on Education. (LOMLOE)

Law 6/2022, of March 31, amending the Revised Text of the General Law on the rights of people with disabilities and their social inclusion, approved by Royal Legislative Decree 1/2013, of November 29, to establish and regulate cognitive accessibility and its conditions of requirement and application.

Royal Decree 157/2022, of March 1, which establishes the organization and minimum teachings of primary education

Foral Decree 67/2022, of June 22, which establishes the curriculum of the teachings of the Primary Education stage in the Foral Community of Navarra.

Foral Order 52/2023, of June 12, of the Minister of Education, regulating the evaluation and promotion of students who study Primary Education in the Foral Community of Navarra

Foral Order 69/2023, of August 21, of the Minister of Education, regulating educational inclusion in non-university educational centers of the Foral Community of Navarra

Instructions for the start of the course

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Webgraphy

<https://www.autism.org.uk/>

<https://www.asha.org/>

<https://www.uil.unesco.org/en/literacy/community-learning>

<https://educationendowmentfoundation.org.uk/>

<http://www.elpupitredepilu.com>

<http://www.preparadoresdeoposicionesmestros.com>

<https://www.educacion.navarra.es/web/dpto/curriculos-y-normativa>

Conclusion

In conclusion, the importance of learning English in primary education is underscored by its role as a global lingua franca, opening doors to diverse opportunities and fostering intercultural communication. When families actively engage in the learning process through dialogic tasks and participate in learning communities, the impact on a child's language acquisition is deep. From my personal view, this collaborative approach not only enriches the linguistic environment at home but also strengthens the bridge between school and family. These experiences foster the achievement of the 2030 Agenda objectives, particularly Goal 4 on Quality Education, involving families in English language learning promotes inclusive and equitable learning experiences.

Moreover, the Common European Framework of Reference for Languages (CEFR) provides a framework for assessing language proficiency, guiding educators in tailoring language instruction to meet individual needs within a collaborative community setting. The integration of dialogic tasks, inspired by educational philosophers like Paulo Freire, empowers students, families, and educators to engage in meaningful conversations that transcend language acquisition to encompass critical thinking, cultural understanding, and social collaboration. By incorporating these approaches, primary education not only equips students with English language skills but also nurtures the qualities needed for success in the 21st century, aligning with the broader objectives of the 2030 Agenda.

Thank you very much for your attention. Good morning.