

Traditional Case

You are an English teacher, in a 2 lines school situated in a coast town. Families have a medium socioeconomic level.

You are responsible of the 6th course where there are 23 students among them you have one student diagnosed with Autism Spectrum Disorder grade 1 and one student with Language Disorder.

You have to design a session with interactive groups in Learning Situations inviting families to participate in some of the activities bearing in mind that the topic that you are currently working on is people's appearance and descriptions.

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 today's globalized world, the importance of learning English extends beyond linguistic proficiency; it embodies a key skill for effective communication and cultural exchange. As acclaimed linguist David Crystal aptly observes, "English is the global language used in business, science, diplomacy, and technology," emphasizing its pervasive influence across various domains. Mastery of English empowers individuals to navigate a diverse and interconnected world, fostering cross-cultural understanding and collaboration. In academic and professional realms, English proficiency opens doors to a wealth of opportunities, enabling individuals to participate in international forums, access global resources, and contribute meaningfully to the exchange of ideas. Beyond practical considerations, learning English nurtures a sense of global citizenship, bridging linguistic and cultural gaps to promote unity and mutual comprehension in an increasingly interconnected society.

The communicative approach in teaching English holds a lot of importance as it focuses on fostering practical language skills and meaningful communication. Rooted in the idea that language is a tool for communication rather than a set of isolated grammar rules, this approach prioritizes real-life language use. Moreover, this methodology aligns with the Universal Design for Learning (UDL), an educational framework promoting inclusive instruction. The communicative approach accommodates diverse learning styles and abilities by recognizing that individuals have unique strengths and preferences in acquiring language. Through interactive and varied learning experiences, UDL principles within the communicative approach ensure that all students, regardless of their background or abilities, have equitable access to language acquisition, fostering a rich and inclusive language-learning environment.

Through the course of this teaching situation I am going to present the legal and theoretical foundations, together with all the curricular elements in which the didactic proposal is based on. Then, I will provide the reader the main references employed and conclusion.

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 **Decree 211/2022, of November 10th, which establishes the organization and curriculum of Primary Education in the Autonomous Community of the Canary Islands** (From here on out **Decree 211/2022, of November 10th**), and the **Order of December 13, 2010, by the that regulates the attention to students with specific educational support needs in the Autonomous Community of the Canary Islands** (From here on out **Order of December 13, 2010**)

2.1. Theoretical Framework

This teaching situation is proposed for a group of students in the 6th course of primary education with students on the Autism Spectrum Disorder (ASD) and one student with Language Disorder, understanding the cognitive and developmental characteristics of these students becomes essential. At this age, 6th-grade students typically exhibit increased cognitive abilities, allowing for more sophisticated language processing and social interactions. However, students with ASD grade 1 may still experience challenges in social communication and understanding non-verbal cues. The student with Language Disorder may face difficulties in expressive and receptive language skills, requiring specific strategies to enhance comprehension and verbal expression. By recognizing these characteristics, cooperative activities in English, such as group discussions and collaborative projects, can be designed to provide a supportive environment for language development that aligns with the cognitive abilities of the students.

The engagement of families becomes a critical component in fortifying this theoretical framework. As students navigate the complexities of language and social communication, family participation is key to reinforcing language skills beyond the classroom. Families can support their children by incorporating English into daily routines, practicing descriptive language at home, and reinforcing strategies learned in the cooperative learning environment. The involvement of families extends the language-learning experience into the home setting, creating a consistent and reinforcing language-rich environment. Regular communication channels, such as parent-teacher meetings and workshops, contribute to a collaborative partnership, ensuring that the theoretical framework is not only implemented in the classroom but becomes an integrated and sustained aspect of the students' overall educational experience.

All these aspect are present in a particular context described below.

3. CONTEXT

The school is situated in a coast town. It has 2 lines school. Families have medium socioeconomic level and they have and active role in the school, they participate actively. Coordination among teachers and families is frequent.

In my class is made of 23 pupils of the 6th course where there is one student Autism Spectrum Disorder grade 1 and one student with Language Disorder. Different measures will be carried out in order to attend diversity, following the Universal Design of Learning. It is important to mention that there is an Assistance Teacher with the ASD student. My students are in concrete operational stage according to **Piaget's** theory in which they are able to solve complex problems as they can consider different outcomes and perspectives. Moreover, planning skills develop, enabling students to set goals, break tasks into steps, and create plans to achieve objectives. Attention span continues to improve, allowing for sustained focus on tasks that require more time and concentration.

At this point, I move to describe all the curricula elements.

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 Key Competences for Primary Education Students:

Of particular interest for this Traditional case are:

- Multilingual competence (CP)**: as the main goal is that my students use the foreign language for a communicative purpose.
- Citizenship competence (CC)**: as we involve families in the activities which encourage values about living together in society.

Let me continue with the Specific Competences.

Objectives

Educational objectives refer to specific, measurable, and achievable goals that educators set for students. These objectives provide a clear framework for teaching and learning activities and help assess whether educational goals are being met

The objectives are defined in **article 2** of the **Royal Decree 157/2022, of March 1st** achievements that students are expected to have reached at the end of the stage and whose achievement is linked to the acquisition of key competencies.

Decree 211/2022, of November 10th, sets 14 Stage Objectives for Primary Education. Although, I consider all of them, in this traditional case I put emphasis on these objectives:

- b) Develop individual and team work habits, effort and responsibility in study, as well as attitudes of self-confidence, critical thinking, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.
- 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.

Specific Competences Operational descriptors

Article 2. *Decree 211/2022, of November 10th*, The specific competences are the performances that students must be able to display in activities or situations that require the basic knowledge of each area. Specific competences constitute a connecting element between, on the one hand, the Student Output Profile, and, on the other, the basic knowledge of the areas and the assessment criteria. The specific competences of each area, which will be common to all cycles of the stage, have a finalist character. Their degree of achievement in each of the cycles of the stage is determined by the assessment criteria established for each of them..

Decree 211/2022, of November 10th, determines the Specific Competences for the area of Foreign Languages. There are 6 Specific Competences to which I will focus on:

1. Understand the general meaning and specific, predictable information in short, simple texts, expressed clearly and in standard language, using a variety of strategies and, where necessary, resorting to the use of different types of support, to develop the linguistic repertoire and to respond to everyday communicative needs. Operational descriptors of key competences. Output profile CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5.
3. Interact with other people using everyday expressions, using cooperation strategies and analogue and digital resources to respond to immediate needs of interest in communicative exchanges that respect the rules of courtesy. Operational descriptors of key competences. Output profile CCL1, CCL5, CP1, CP2, STEM1, CD3, CPSAA3, CC3, CE1, CE3

Basic knowledges

Article 2. *Decree 211/2022, of November 10th*: knowledge, skills and attitudes that constitute the contents of an area and whose learning is necessary for the acquisition of specific competencies.

Following the *Decree 211/2022, of November 10th* there are four basic knowledges in the Foreign language Area, we pay attention to the ones related to the 3rd cycle of Primary Education, which are:

Third cycle

I. Communication.

5. *Use of basic linguistic units and the meanings associated with these units, such as the expression of the entity and its properties, quantity and number, space and spatial relations, time, affirmation, negation, interrogation and exclamation, or elementary logical relations.*
6. *Use of basic vocabulary of interest to students related to personal identification and close interpersonal relations, nearby places and environments, leisure and free time, or daily life.*

7. *Use of basic sound, accent, rhythm and intonation patterns, and general communicative functions associated with these patterns.*
8. *Implementation of basic orthographic conventions and meanings associated with formats and graphic elements.*

II. Plurilingualism.

2. *Implementation of basic strategies to identify, organize, retain, recover and use linguistic units (vocabulary, morpho-syntax, sound patterns, etc.), based on the comparison of the languages and varieties that make up the personal linguistic repertoire.*
3. *Application of basic strategies and tools for self-assessment and co-assessment, analogue and digital, and individual and cooperative.*

III. Interculturality.

2. *Application of basic strategies to understand and appreciate linguistic, cultural and artistic diversity, based on eco-social and democratic values.*
3. *Application of strategies to detect discriminatory uses of verbal and non-verbal language.*

IV. Interpersonal and intrapersonal dimensions.

1. *Positive assessment and interest in establishing contacts and communicating through different media with speakers or students of the foreign language.*
2. *Understanding and appreciation of the opinions of others, fostering an affective and inclusive learning climate*

Cross-curricular contents

In the **LOMLOE, art. 121** establishes that the educational project of the center will include the values, aims and priorities of action, will incorporate the concretion of the curricula established by the educational Administration, which corresponds to set and approve the Senate, and will promote and develop the principles, objectives and methodology typical of competency learning oriented to the exercise of active citizenship. Likewise, it will include a transversal treatment of education in values, sustainable development, equality between women and men, equal treatment and non-discrimination and the prevention of violence against girls and women, harassment and bullying school cyberbullying, as well as the culture of peace and human rights.

We will work Educational Values and Reading Habits in a transversal way paying attention to the objectives proposed in 2030 Agenda as a way of transforming the world through a sustainable development.

Let me explain you the methodology principles that I will employ.

• Pedagogical methodology

Regarding the methodology I intend to use, I reveal that this practical scenario primarily relies on the Communicative Approach. My primary aim is for my students to attain proficiency in English communication.

Kagan's cooperative strategies will be employed as well to foster the integration of the auditory deficit student and to deal with the diversity of the class.

We cannot forget flipped classroom allows me to deal with the level diversity of the class because I present some information from home. Moreover, Game Based Learning (GBL) approach facilitates the acquisition of the new language in a fun and motivating way, without paying attention to the mistake. As Piaget once said "Children do not play to learn, they learn when they play".

We are involved in a gamification project using classdojo website where student get point when they overcome learning challenges and families have access as well to it, to check the progress and participate.

Presentation, Practice and Production (PPP) approach proposed by Brewster will determine the sequence of the majority of the sessions that is Presentation, Practice and Production.

As each of our student is different and unique, we cannot not forget to apply the Universal Learning Design, that is, the need to provide students with multiple means of representation, action and expression and forms of involvement in the information presented to them.

Through the activities and learning situation we apply all these theoretical approaches.

• *Activity*

As a learning situation, we are working about the problem of consumption (as every year we buy more clothes items), related to the Sustainable Development Goals (ODS). The problem presented to the students is a big amount of trash that has appeared in the coast of the town recently. The final product is to present a digital poster with tips to reduce clothes consumption.

This learning situation, is made up of 10 sessions of 45 minutes each in which families have an active role. It is carried out in the third term. I am going to present session number 4

Session 4. Learning Stations.

In this session we count with the help of family members in each station. They are organizers, helpers and play with the children to the games.

Presentation. (5 minutes) Whole class

I have posted a video on Virtual Class with the instructions for the activities of the stations as each level (flipped classroom). We solve possible doubt, make groups and present family members. We make clear the roles of the family members of each station. I use

pictograms to anticipate the sequence of activities and rotations in the class (for the ASD student).

Practice and Production (40 minutes) Group work. Based on the LEARNING SITUATION Students, divided into three groups, work in stations.

- Station 1: *Who is Who.* We play the game who I who about describing people appearance and clothes (Game Based Learning).
- Station 2. Matching game. They will find cards with a short description about famous characters and other cards with their photos, working together they have to find the pairs. The Language Disorder students will be read the cards to facilitate his participation. (GBL)
- Station 3. Fashion show. They will find pieces of clothes (provided by the families), they have to wear them and create a fashion show. While they are parading, other student is describing the clothes items chosen. There will be other student taking photos with the help of a family member.
- Station 4: Video. Students watch a video in EdPuzzle about clothes consumption and answer some questions. They can watch the video as many times as they want and use subtitles (just in case) to facilitate it to the ASD student and Language Disorder.

Resources

Material resources

We make use of manipulative resources such as the Who is Who game or the written cards with the pictures, and digital such as tablets to watch the video.

Personal resources

We cannot forget the importance of the cooperation of the families, the students, the teacher and the Assistance Teacher that always accompany the ASD student.

Organizational or environmental resources

The distribution of desk for this session is in small groups, but we usually have a U-shape distribution. There is reading corner as well as a digital corner with some tablets.

Evaluation

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.

Evaluation Criteria

Following the **Decree 211/2022, of November 10th** evaluation criteria considered for this unit are:

Third cycle

Specific competence 1.

- 1.1 Recognize, interpret and analyze the overall meaning, as well as simple words and phrases in oral, written and multimodal texts on frequent and everyday topics of personal relevance and areas close to their experience, and in literary texts appropriate to the student's level of development, expressed in a clear and understandable way, through different media, to contribute to the individual linguistic repertoire and respond to everyday communication purposes..

Specific competence 3.

- 3.1. To participate, in a progressively autonomous manner, in interactive situations of brief and simple exchanges of information through written and oral texts, on everyday topics, of personal relevance and close to their experience and context, through different media, both analog and digital, facing, among others, challenges that involve the generation of ideas and the search for creative and original responses, in order to respond to specific and respectful communicative purposes, and to promote cooperative attitudes, and an ethical and effective use of language.
- 3.2. Select, organize and use, in a cooperative and progressively autonomous manner, in everyday interaction contexts, inductive and deductive methods, as well as basic strategies, such as repetition, slow pace or non-verbal language, to respond to communicative purposes that allow expanding their individual linguistic repertoire.

Evaluation Instruments

Students will be evaluated mainly through direct observation that will be registered in the Teacher's Diary and the feedback that family member give me orally at the end of the session. Students have a portfolio used as self-evaluation to check their progress and see in which skills they have to improve. Rubrics in primary English education provide clear criteria for assessing students' language skills and comprehension. They guide teachers in evaluating students' performance in areas like reading, writing, and speaking, fostering a more objective and consistent evaluation process.

Evaluation of Teaching Practice

As established by the **LOE modified by the LOMLOE**, I will use a survey to self-evaluate my own practice and the evolution of the teaching process, some of the evaluation indicators are:

- The relation and achievement between objectives, Key Competences, Specific Competences, Basic Knowledges and activities.
- The proposed objectives have been achieved.
- The adaptation of the activities to the different levels and abilities of the students.
- The families' participation in different activities and projects.
- The development of the 2030 Agenda objectives.

Attention to individual differences

According to the **LOMLOE, 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.

*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 inclusión*

As I have a mixed ability class, I post reinforcement materials on Virtual Class for those who require more practice and I have created a graded booklet with games and activities for fast finishers. I use different way of expression and presentation of the new information and allow students to express their knowledge in different ways applying the Universal Design of Learning.

Taking as a reference **Decree 25/2018, of February 26**, which regulates attention to diversity in the field of non-university education in the Autonomous Community of the Canary Islands, **Chapter VI** of the **Order of May 31, 2023**, education is a fundamental right of all people that must be guaranteed in conditions of equal access and equity, as well as being aimed at promoting the success and progress of all students within the framework of an inclusive social system.

In order to base the most appropriate and configured educational response to the students with moderate Autism Spectrum Disorder and the student with Language Disorder the Psychopedagogical Evaluation has been carried out by the EOEP attached to the center and with the authorization of the parents or legal guardians of the student. The conclusions of the psychopedagogical evaluation are included in a psychopedagogical report that will be attached to the student's academic record.

Now I am going to explain some of the characteristics and measures that will be carried out with these students.

Regarding to my student with Autism Spectrum Disorder has been diagnosed with a level 1, meaning that his main characteristics are challenges in social interaction, written communication difficulties, repetitive behaviors, and specific interests. But he has a good memory span and he is integrated in the class. The measures that are included in the Working Plan and in coordination with all the teachers and guidance's department are as follow:

- 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.

After dealing with the attention to diversity, I continue providing my personal perspective.

5. PROFESSIONAL PERSPECTIVE

- Coordination with other professionals:

In class with these characteristics, with students with different levels of abilities and some of them with difficulties, the coordination and support with all the educational professional is a must. The communication with the Speech Therapist, Pedagogical Teacher, Counsellor and Assistance Teacher is frequent to work together in the same line, applying the same measures and evaluating the results to keep improving.

We cannot leave aside that as my students are in the last course of Primary Education, I have to elaborate a **transaction plan**, included in the Annual General Program, about the measures followed to facilitate their transition from Primary to High School, in coordination with the correspondent teachers of the High School.

- Collaboration with the families

As you have seen in the development of this teaching situation, the cooperation and

communication with the families is crucial. They have an active role in the school and in the class as they are part of the teaching learning process and we consider that they are a key element in the educational process.

6. DOCUMENTARY SUPPORT

Legislation

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

Organic Law 3/2020, december 29th, which modifies Organic Law of Education 2/2006 of May 3rd (LOE)

Law 6/2022, of March 31st, amending the Consolidated Text of the General Law on the rights of persons with disabilities and their social inclusion, approved by Royal Legislative eecree 1/2013, of November 29th, to establish and regulate cognitive accessibility and its requirements and application conditions

Royal Decree 132/2010 12th of February, by which the minimum requirements of the centers that teach the second cycle of infant education, primary education and secondary education are limited.

Royal Decree 157/2022, March 1st, which establishes the organization and minimum teachings of Primary Education.

Decree 25/2018, 26th of February, which regulates attention to diversity in the Community of Canarias.

Decree 211/2022, of November 10th, which establishes the organization and curriculum of Primary Education in the Autonomous Community of the Canary Islands.

Order of December 13, 2010, by the that regulates the attention to students with specific educational support needs in the Autonomous Community of the Canary Islands.

Order of May 31, 2023, which regulates the evaluation and promotion of students who are studying the stages of Early Childhood Education, Primary Education, Compulsory Secondary Education and Baccalaureate, and establishes the requirements for obtaining the corresponding titles, in the Autonomous Community of the Canary Islands.

Course start instructions

Bibliography

These books have been consulted (APA 7 style):

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Webgraphy

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Conclusion

In conclusion, the significance of teaching English in primary education extends beyond linguistic proficiency; it encompasses the cultivation of communicative competence in a diverse classroom that includes students with varying abilities and difficulties. In navigating the challenges of the 21st century, the participation of families becomes crucial, fostering a collaborative environment. Aligning with the 2030 Agenda for Sustainable Development, which underscores the importance of inclusive and quality education, this approach ensures that every student, regardless of their background, is equipped with the essential language skills and cultural understanding needed for a globalized world.

As renowned educator Lev Vygotsky emphasized, "Language is the main means by which adults transmit to the child not only their knowledge but also the cultural heritage of the

Thank you very much for your attention. Good afternoon /day.