

# FINAL REPORT OF EXTERNAL INTERNSHIPS



**Mare de Déu de la Serra**  
M O N T B L A N C

Name and surnames: Mar Foguet Martí

Master's speciality: English

Educational center: Col·legi Mare de Déu de la Serra

Educational center mentor: Eduard Juanpere Ciurana

University tutor: Ana Tellaetxe Herranz



**Universitat Rovira i Virgili**

**2024-2025**

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## **1. Contextualization**

### **A. Characteristics of the center's environment**

The educational center Col·legi Mare de Déu de la Serra is a subsidized and religious school from nursery and kindergarten to primary and lower secondary studies. The school is located in Montblanc, a town of approximately 7.500 inhabitants which is the capital of the region Conca de Barberà, in the province of Tarragona. Montblanc is a medieval village with an old town declared a historic-artistic site, and it's also known for its medieval celebration following the legend of Sant Jordi.

Moreover, this institution is part of the Diocesan Schools of the Archbishopric of Tarragona. It is the result of the merger of the Episcopal school of La Mercè and the Vedruna school. The center has a lot of history as its origins date back to the 13th century. Between 1965 and 1975, the school became co-educational, and in 1986 it was renamed Agrupació Escolar Mare de Déu de la Serra due to its merger with the Col·legi del Carme of the Carmelite Vedrunes. El Carme and La Mercè, under the name Agrupació Escolar Mare de Déu de la Serra, coexisted with the uniqueness of being a single educational center with one management but two buildings and two ownerships: the Carmelite Vedrunes and the Archdiocese of Tarragona. In 2011, the Archdiocese of Tarragona purchased the facilities of the Vedrunes' school, unifying not only the name but also the ownership of the center: Col·legi Mare de Déu de la Serra. Today, Col·legi Mare de Déu de la Serra belongs to the group of diocesan schools managed by the Fundació Sant Fructuós.

When talking about its economic context, the center is attended by many children from the region, showing a great deal of variety both at the family

socio-economic level and at the level of racial variety: different countries of origin, cultures, and religions. Lastly, this school takes into consideration diversity, as different students with special needs attend it.

## **B. Significant characteristics of the center for the educational intervention**

The center was authorized by the Department of Education in 1993 and is currently part of the Catalan educational system within the regime established by the LODE. Col·legi Mare de Déu de la Serra consists of two spatially separate spaces. In the first space, the nursery, kindergarten, primary education and special education are held. In this location there is one big building where the nursery is more separated than the other educations. The space has three separated playgrounds: one for the nursery, one for kindergarten and one for primary and special education. The building presents different classrooms, a room with a stage for gymnastics and theater, a teachers' lounge, meeting rooms, a library, a chapel, a school kitchen and canteen, a chapel and a computer room, among others. The schedule for kindergarten and primary education is from 09:00 to 13:00 and then from 15:00 to 17:00.

On the other hand, in the second space lower secondary education is held. In this space there are three different buildings that belong to the school. In the first, there are different classrooms, a laboratory, a teacher's room, an office, restrooms for the students and restrooms for the teachers. The next building is the chapel, which the whole school attends on specific days. And finally there's another building called the cloister, an enclosed space where students can be at break time. In this last building there is the gymnasium, the technology room, the music room, the kitchen, the school canteen and some ping pong tables. Moving on, there is another different building that doesn't belong to the school at all, as Vocational Training is held there. The

schedule for lower secondary education is from 08:30 to 13:45 and then from 15:15 to 17:05, except on Fridays, where school ends at 13:45.

Lower secondary education of Col·legi Mare de Déu de la Serra is attended by approximately 120 students, having about 25-30 students in each class. The center has one line per course, since it is a small institution. This facilitates the close relationship and the more individualized focus between student-teachers. Moreover, the majority of the staff and students are from the region of Conca de Barberà, although some are from near cities. The staff is permanent, and most of them have been working there for years. In addition to the teachers, there are staff for the cleaning and canteen service.

Furthermore, the institution offers various services. There is a psychologist who usually comes once a week who attends students who need it, referred by teachers or parents. Also, there's a "vetlladora" -a support teacher- who is at the center every morning. She is in charge of individualized attention with certain students with special needs in specific subjects. There is also a nurse who comes on Thursday mornings to solve doubts related to specific issues. Also, there is the AMPA, an association of mothers and fathers of students, which collaborates with various aspects of the school. Moreover, this school is part of the Green Schools program, and therefore there are campaigns to raise awareness of recycling and the environment, among others. Extracurricular activities -after-school activities- aim to facilitate the growth and development of students in all aspects of their personality, in accordance with the objectives of the integral education defined by the school's ethos. These activities complement the training offer established in the curriculum for the educational stage. They form part of the overall educational offer of the school, which is communicated to families when they apply for a place for their children, and are integrated into the set of educational activities carried out within the students' school timetable. On the other hand, extracurricular activities take place outside of school hours,

and only those students and parents who have explicitly requested participation may join. The program for these complementary educational activities is part of the school's general programming and is included in the annual plan. Furthermore, school transportation is organized by the Consell Comarcal for students who are from the surrounding area. The canteen service is usually used by both students and teachers from the village or the surrounding area.

On the other hand, some key aspects have to be taken into account when talking about the Educational Project (PEC) and the Organizational and Operational Rules (NOFC). The school's educational project is based on a model of integral education that aims to foster both the personal and academic development of students within a framework of Christian values. This model is outlined in the school's mission statement and in the curricular projects of each educational stage, while fully respecting the regulations and official curricula established by the Catalan Government. The school offers a religious proposal in line with the Catholic Church, always presented as a respectful offer that acknowledges the diversity of beliefs among students and their families.

The School Council is the representative collegiate body of the educational community and ensures the active participation of all sectors involved in the life of the school, such as the management team, the ownership, the teaching staff, families, students, and administrative and support staff. This body carries out its functions while respecting the rights of the different members of the educational community. It is composed of the headteacher, who serves as its president, representatives of the ownership, teaching staff members elected by the teaching body, representatives of families (some elected and others appointed by the Parents' Association), students from the third year of secondary education onwards, and administrative and support

staff. In addition, other members of the management team or single-person coordination bodies may attend meetings, with voice but without vote, when topics within their area of responsibility are addressed.

As for the Teachers' Council, this is the collegiate body made up of all the teaching staff at the school. It is presided over by the headteacher and may operate in sections according to the different educational stages of the school. Attendance at its sessions is mandatory for all members. Its main role is to coordinate educational activities, take part in pedagogical decision-making, and collaborate in the development, implementation, and monitoring of the school's educational project and annual plan. The educational community is conceived as a cohesive and participatory unit, made up of the ownership, teaching staff, students, families, educational support staff, and administrative and service personnel. The school is defined as an inclusive space for dialogue and openness, welcoming all those who share its educational vision. Parents and guardians play an active role through the Family Association and collaborate mainly through the school's tutorial action. The school's internal regulations set out the basic rules of organization and operation, as well as the principles of management and participation. Through the School Council, all members of the educational community are represented and can actively contribute to the life and governance of the school. This model of governance reflects the school's commitment to providing a high-quality, inclusive education that serves the comprehensive development of its students. Also, teachers' instructional work is a key element within the school's educational project, as the institution educates primarily through the critical and systematic transmission of culture. This process takes place in collective spaces such as pedagogical teams and the teaching staff assembly, where educational practices are shared, coordinated, and reviewed. Stage coordinators (heads of studies) play a fundamental role in supervising and leading this teaching

work: they are responsible for ensuring pedagogical coherence, promoting methodological innovation, and overseeing compliance with the school curriculum, in collaboration with the teaching teams.

Lastly, the teams of teachers carry out their work with the aim of contributing to the holistic development of students, as established in the curricular project. Teaching programs must incorporate educational objectives, content, and assessment activities in a balanced way, with the goal of achieving the basic competencies. In this regard, it is essential that teachers adapt their practices to the individual characteristics of each student, taking into account their different learning rhythms and needs. Finally, the school's educational project seeks creativity, autonomy and the commitment of students to their learning process. It pursues improving academic results, pedagogical innovation, personalized education, joining work with families, and training in values and pastoral action.

### **C. Characteristics of the teaching staff at the level where the intervention took place**

The teaching staff at the school consists of only eight educators, reflecting the small size of the institution. Most of them are in their 50s and have been working at the school for several years, bringing experience and continuity to the teaching team. All teachers hold university degrees. Also, each academic year includes an official tutor and a co-tutor who is responsible for providing more individualized support to a small group of students. Due to the limited number of staff, teachers often specialize in a particular subject and teach it across all the year groups, rather than working within formal departments. Staff collaboration is a key aspect of the school's structure, with biweekly meetings held every other Wednesday after classes. These meetings are dedicated to discussing organizational matters, important dates, school trips, student behavior, classroom activities and evaluations.

#### **D. Characteristics of the students group where the intervention took place**

The intervention was carried out in a 4th-year CSE (ESO) class consisting of 32 students. The group is notably diverse in terms of cultural backgrounds, personal abilities and learning needs. Among the students, there are three identified as having high abilities, one student on the autism spectrum and several with dyslexia. Apart from that, one girl receives home schooling. The class reflects racial and cultural diversity. And, for students requiring additional support or curricular adaptations, subject teachers provide adjusted exams and materials. Teachers remain attentive to the group's evolving needs and respond with more individualized support when necessary.

#### **E. Characteristics of the usual educational activity in the group of students where the intervention took place**

When talking about classroom dynamics, the coursebook is generally followed as the main guide for classroom content. Depending on the focus of each lesson, specific activities targeting reading, writing, listening or speaking skills are incorporated to develop students' overall language competence. Lessons often begin with a short warm-up or review, followed by a guided practice and independent work. Interaction patterns vary, including individual tasks, pair work and group activities, although whole-class instruction remains predominant. Some days the teacher begins some lessons with a brief speaking activity, such as asking students about their weekend or holidays. This encourages students to engage in casual conversation in English, helping them build fluency and comfort in speaking. Additionally, the teacher incorporates content from Cambridge exams to further develop students' skills. Each trimester, students are required to deliver an oral presentation: the first trimester involves group presentations,

the second trimester features pair presentations and the third trimester individual ones. Moreover, different learning activities that involve grammar exercises, role-plays, comprehension activities, vocabulary tasks and collaborative projects among others, are implemented. Individual and interactive activities are both included.

Different didactic materials are used by the teacher. As commented before, the main resource used in the English class is the coursebook, which structures the progression of units and skills. Occasionally some task sheets are created or adapted to support specific topics or communicative goals, and digital platforms such as *Kahoot* are used to gamify content review and check understanding in a dynamic way. Incorporating videos, short films, movies and songs are also recurring resources to engage students and expose them to authentic language input.

Moving on, the school incorporates each academic year various outings and extracurricular activities. Examples include a theater excursion to Barcelona, mountain hikes, company visits, post-compulsory education fairs, camps and end-of-year trips. The majority of students always participate in all the outings.

Finally, the evaluation criteria is always clearly communicated to students. The teacher usually writes the key aspects that are evaluated on the blackboard, including the subtopics assessed too. In specific cases the instructor follows the criteria that is assessed in Baccalaureate studies or in Oxford exams. Besides, the teacher uses different types of evaluation tools, combining both formative and summative approaches. Tools include written exams, classroom assignments, oral presentations and participation. At the end of each trimester, students are required to submit a physical dossier for each subject. This dossier typically includes a cover page, class notes,

completes tasks and reflective components. Teachers consider additional elements such as effort, task presentation, organization and homework completion as part of the overall evaluation.

## 2. Didactic sequence

### A. Justification

As Brooks (1964) stated, language is primarily oral, and insufficient speaking practice hinders foreign language mastery. Speaking plays a vital role in language learning and can help students enhance their communication abilities, build confidence, and overcome fears of making mistakes (Nematov et al, 2022). However, developing speaking skills can be challenging for teenagers. The observations carried out in Col·legi Mare de Déu de la Serra, Montblanc, concluded some relevant issues related to speaking in the 4th-year CSE students. Firstly, limited speaking practice was detected, as the same teacher emphasized that the need to cover the fully established syllabus prevents him from focusing on practicing speaking as much as he would like to. Secondly, students' lack of confidence and abundance of insecurity when speaking English was shown, reflected in low participation, fear of being judged and fear of making mistakes. Both issues are closely related to the development of speaking skills and the confidence required to use them. To address this, the Communicative Language Teaching (CLT) methodology was implemented, aiming to develop *communicative competence* (Hymes, 1972) and to reinforce the idea that *language learning is learning to communicate* (Richards & Rodgers, 1986).

Following this, a didactic sequence was designed to specifically target the identified needs. The focus was on topics such as emotional well-being, personal identity, strengths and weaknesses, values and critical thinking. These themes were selected not only because they are closely related to the

students' speaking difficulties and emotional barriers, but also because they are especially relevant to teenagers, who are in a formative stage of self-discovery and personal development. Therefore, the chosen subjects had the potential to support students both academically and personally.

The didactic sequence consisted of a five-lesson plan in which students were encouraged to learn about themselves, express their opinions, reflect critically and engage in meaningful oral communication. The sessions included: (1) *Getting to Know Ourselves*, (2) *Watching, Discussing, and Reflecting: A Video Exploration*, (3) *Discussing Cases: Difficult Choices, Big Consequences*, (4) *Who Am I?*, and (5) *Speaking with Confidence: Competition Debate*. Different materials were used in each session: Session 1 (see [Appendix A](#), [Appendix B](#), [Appendix C](#) and [Appendix D](#)), Session 2 (see [Appendix E](#), [Appendix F](#) and [Appendix G](#)), Session 3 (see [Appendix H](#), [Appendix I](#) and [Appendix J](#)), Session 4 (see [Appendix K](#) and [Appendix L](#)), and Session 5 (see [Appendix M](#), [Appendix N](#), [Appendix O](#), [Appendix P](#) and [Appendix Q](#)).

## B. Proposal

Table of the Learning Scenario "A Journey of Self and Shared Identity":

<b>Learning Scenario "A Journey of Self and Shared Identity"</b>						
<b>Grade</b>	<b>Students</b>	<b>Subject</b>	<b>Level</b>	<b>Course</b>	<b>Term</b>	<b>Lessons</b>
4th CSE (ESO)	32	English (EFL)	B1/B2	2024-2025	2nd	5
<b>Justification</b>						
<p>This Learning Scenario focuses on personal identity, strengths, weaknesses, values and critical thinking, aiming to address both students' speaking difficulties and emotional barriers. These themes are especially relevant to teenagers, who are at a formative stage of self-discovery and personal development. By exploring these topics, students can improve their speaking skills and also build self-awareness, which is crucial for their emotional growth. The lessons are designed to align with key educational objectives, specifically enhancing students' speaking fluency, accuracy and confidence. Through engaging activities that focus on personal topics, students are encouraged to participate actively, practice language structures in context and develop critical thinking. This approach also ties into Communicative Language Teaching (CLT) principles, emphasizing meaningful communication and real-world relevance.</p>						

<b>Challenge</b>
Overcoming emotional barriers to speaking in English while activating critical thinking when reflecting on various topics.
<b>Methodologies</b>
<ul style="list-style-type: none"> <li>- Communicative Language Teaching (CLT)</li> <li>- Task-Based Learning (TBL)</li> <li>- Cooperative Learning</li> <li>- Gamification</li> </ul>

<b>Specific competencies</b>	<b>Learning objectives</b>	<b>Assessment criteria</b>
CE2: Understand and interpret oral and multimodal texts, capturing the general meaning and most relevant information, their form and content, to build knowledge, form opinions, and expand possibilities for enjoyment and leisure.	1. To improve speaking skills by focusing on meaningful topics and critical thinking.	2.1. Understand the overall meaning, structure and most relevant information according to the communicative needs and the sender's intention of oral and multimodal texts of a certain complexity in different fields, analyzing the interaction between the different codes.

<p>CE3: Produce oral and multimodal texts with coherence, clarity, and appropriate register, following the conventions of different discourse genres, and participate in varied oral interactions, autonomously, to express ideas, feelings, and concepts, build knowledge, and establish personal connections.</p>	<p>2. To actively engage students in collaborative and reflective discussions.</p>	<p>3.2. Participate actively and appropriately in informal oral interactions, in team work and in formal oral situations of a dialogic nature, with attitudes of active listening and strategies of conversational cooperation and linguistic courtesy.</p>
<p>CE10: Put at the service of democratic coexistence, the dialogical resolution of conflicts, and the equality of rights for all individuals, one's own communicative practices, using non-discriminatory language and eliminating abuses of power through speech, to promote an effective, ethical, and democratic use of language.</p>	<p>3. To make the didactic sequence useful for learning English and also for real-life situations outside the classroom.</p>	<p>10.2. To use strategies for the dialogical resolution of conflicts and the search for consensus, both in the personal, educational and social spheres.</p>

<b>Cross-curricular competencies</b>
1. Civic competency
3. Personal, social and learning to learn competency
<b>Knowledges</b>
Communication: Development of self-confidence and initiative. Valuation of mistakes as an integral part of the language learning process.
Communication: Application of common strategies for the planning, execution, control, and repair of understanding, production, and co-production of oral, written, and multimodal texts, such as reformulating, comparing and contrasting, summarizing, collaborating, debating, solving problems, and managing challenging situations, identifying relevant information, making inferences, determining the attitude and purpose of the speaker, in informal, semi-formal, non-formal, and formal communicative situations.
<b>Vectors</b>
4. Quality of language education
6. Emotional well-being

## Lesson 1: "Getting to Know Ourselves"

<b>Date:</b> Tuesday 04/03/25		<b>Schedule:</b> 16:10-17:05		<b>Duration:</b> 55 minutes	
<b>Timing</b>	<b>Phase</b>	<b>Grouping</b>	<b>Materials and resources</b>	<b>Activities and procedure</b>	
5'	Introduction	None	- Task sheet 1 (one for each student)	Explanation of today's session. The teacher hands out Task sheet 1 for the introduction.	
20'	Introduction	Individually All together	- Projector - Presentation 1 "Reviewing and learning vocabulary: Identity" - Task sheet 1	Presentation 1 is projected while the teacher explains some vocabulary content. Students complete Task sheet 1 while the explanations take place. As the presentation advances, some questions are asked to some students: E.g. "Who among you considers himself/herself an organized person?", "What do you do to be organized?".	

25'	Development	Individually All together	- Posters - Tape - Presentation 2 "Discussing statements: Do you agree? Or disagree?"	The teacher sticks different posters on the blackboard ("I strongly agree", "I agree", "I disagree", "I strongly disagree"). Then, Presentation 2 is projected, which consists of different statements. In groups, students come in front of the class and read the statement that is projected, then, they place themselves under the poster that matches their opinion. After that, each person in the group should comment on why they agree or disagree, and what they think about the statement, while the teacher asks them some questions for them to think deeper and critically.
5'	Closure	All together		Extra time: Reflection, questions, or important reminders for the next class.
<p><b>Extra materials/resources:</b> In the statements activity, there is one slide for each statement with helpful phrases and information, in case some students struggle and need help, or to raise the level with those who show proficiency.</p>				
<p><b>Assessment:</b> - Formative assessment: Task sheet 1, observation notes and opinion sharing.</p>				

**Lesson 2: "Watching, Discussing, and Reflecting: A Video Exploration"**

**Date:** Wednesday  
05/03/25

**Schedule:** 09:30-10:30

**Duration:** 1 hour

<b>Timing</b>	<b>Phase</b>	<b>Grouping</b>	<b>Materials and resources</b>	<b>Activities and procedure</b>
5'	Introduction	Groups	- Guidance sheet 1 (one for each group)	Explanation of today's session. Then, The class is divided into groups of 5/6 students and chairs and tables are moved around. Next, the teacher hands out one Guidance sheet 1 for each group.
10'	Introduction	Groups	- Presentation 3 "Identity crisis" - Short film link "Identity crisis"	In the first part of the presentation, the instructions are explained: Not to speak while other groups are speaking, to use the grammar that is requested, to speak in English all the time, what they should do when there is a pause in the video, etc. It is also commented that in each group there should be three members who perform the roles of a participation coordinator, and an idea organizer.

40'	Development	Groups	<ul style="list-style-type: none"> <li>- Presentation 3</li> <li>“Identity crisis”</li> <li>- Short film “Identity crisis”</li> <li>- Guidance sheet 1</li> <li>(one for each group)</li> </ul>	Video activity. Screening of the short film “Identity crisis”. The teacher stops the video on three different occasions, where groups must answer questions, comment on what has happened, what they think will happen, etc. Then, taking turns, one member of the group explains what they have talked about.
5'	Closure	All together	None	Extra time: Reflection on the short film, questions, or important reminders for the next class.
<p><b>Extra materials/resources:</b> None. There should be a variety of levels in the groups, so that they can help each other.</p>				
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Formative assessment: Group work, participation and collaboration.</li> </ul>				

**Lesson 3: "Discussing Cases: Difficult Choices, Big Consequences"**

**Date:** Friday 07/03/25

**Schedule:** 11:00-11:55

**Duration:** 55 minutes

<b>Timing</b>	<b>Phase</b>	<b>Grouping</b>	<b>Materials and resources</b>	<b>Activities and procedure</b>
5'	Introduction	None	<ul style="list-style-type: none"> <li>- Presentation 4 "Debating cases"</li> <li>- Speaking help sheet (one for each student)</li> </ul>	Explanation of today's session. First part of the presentation: Introduction, and instructions. Then, the teacher hands out one speaking help sheet for each student.

40'	Development	Individually All together	- Presentation 4 "Debating cases" - Speaking help sheet	Presentation 4 is projected. There's a specific case presented on the screen. The teacher reads it, and students have to reflect on it, raise their hand in order to participate, and give their opinion. The other students listen when a student is speaking, and they can support their arguments, be opposed, or ask specific questions to them. The teacher also has to ask questions to the students for them to think critically and deeper. At the end of each case, the whole class votes on which decision is the final one.
10'	Closure	Individually	- Exit ticket (one for each student)	Completion of an exit ticket (in catalan). The teacher also reminds that for the next session students can bring task sheet 1.
<b>Extra materials/resources:</b> There is one speaking help sheet for each student with different sentences and vocabulary.				
<b>Assessment:</b> - Formative assessment: Observation notes, opinion sharing, participation and exit ticket.				

### Lesson 4: "Who am I?"

**Date:** Tuesday 11/03/25

**Schedule:** 16:10-17:05

**Duration:** 55 minutes

Timing	Phase	Grouping	Materials and resources	Activities and procedure
5'	Introduction	None	- Writing task sheet (one for each student)	Explanation of today's session. The teacher hands out the writing task sheets and students should ask questions if they have any.
45'	Development	Individually	- Task sheet 1 (students already have it) - Writing task sheet	Following the instructions of the writing task sheet, students have to do a writing about themselves. They can use Task sheet 1 from session 1 for help, as in this they wrote vocabulary about themselves helpful for the writing.
5'	Closure	None	None	Extra time: Important reminders and explanation of the next class.

**Extra materials/resources:** There's a part with helpful phrases like sentence starters to include in the writing. The teacher must bring extra task sheets 1 in case some students have not brought theirs.

**Assessment:**

- Formative assessment: Observation notes.
- Summative assessment: Writing task.

**Lesson 5: "Speaking with Confidence: Competition Debate"****Date:** Wednesday  
12/03/25**Schedule:** 09:30-10:30**Duration:** 1 hour

<b>Timing</b>	<b>Phase</b>	<b>Grouping</b>	<b>Materials and resources</b>	<b>Activities and procedure</b>
5'	Introduction	Groups	None	Tables are arranged in a "U" shape so that everyone can see each other. Students are divided into the same teams from the video group work.

50'	Development	Groups	<ul style="list-style-type: none"> <li>- Virtual roulette</li> <li>- List of topics</li> <li>- Cards</li> <li>- Random words</li> <li>- Assessment rubrics</li> </ul>	<p>With a virtual roulette (<i>WheelDecide</i> App), the first three teams that have to face each other are chosen. The first chosen team can choose the topic (from the list) for the debate, and the other two teams can choose their position (to agree or to disagree). Students have a few minutes to talk and think about the main ideas to discuss. Then, they have to start the debate, and all the students must participate in some way. Learners have to use the cards, and also pick one little paper from the box which is a random word they have to try to include in the debate. While some teams are debating, the other groups have to listen in order to assess them with an evaluation rubric, and they can also ask the debating teams some tricky questions. At the end of the debate, the viewer groups vote on their favorite team. Next, during round two, the two teams that hadn't participated, participate now.</p>
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5'	Closure	All together		Extra time: Reflection, questions, or repeating explanations.
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**Extra materials/resources:** In the list of topics there are helpful phrases and aspects that students can incorporate into the discussion. In addition, the cards they have to use may be helpful for those students who have more difficulties. Moreover, the use of random words is an interesting challenge for those with a higher level of English.

**Assessment:**

- Formative assessment: Observation notes, opinion sharing, participation and peer assessment.
- Summative assessment: Final debate.

**Attention to diversity**

- Diverse materials: Use of varied content (texts, videos, images and real-life scenarios) that reflects different learning styles and interests.
- Inclusive materials: Use of materials that reflect different cultures, races, physical aspects and genders
- Support materials: Resources such as lists, sentence starters, visual aids, cards and detailed instructions to help students at different levels access the content.
- Clear and accessible instructions: Use of simple, direct language, visual support when needed, repetition and checking understanding to ensure all students can follow tasks.
- Collaborative activities: Group work designed to encourage peer learning, where students can support each other in a non-threatening environment.

- Open classroom environment: Creation of a safe, inclusive space where students feel valued and are encouraged to participate without fear of making mistakes.
- Open answers: Activities that invite personal opinions, creativity and multiple possible responses, helping students feel their perspectives matter.
- Teaching respect: Explicit modeling and reinforcement of respectful interaction, including active listening, taking turns and valuing differing opinions, even when students disagree.
- Individualized attention: Ongoing observation and informal check-ins to identify individual needs and provide specific support, including differentiation and encouragement tailored to each student's level and personality.
- Adaptability for different levels: Activities are designed to be flexible and adaptable. Students with a lower English level receive support to participate successfully, while those with a higher level are encouraged to expand vocabulary, express complex ideas and take leadership roles in discussions or group tasks.

### **3. Reflection on the implementation of the didactic sequence and internships**

The implementation of the didactic sequence was very successful and met the initial objectives. Students participated actively and responded positively to the activities. Their good behavior and engagement greatly contributed to the smooth development of the lessons and facilitated the role as a teacher. The topics were relatable and engaging for teenagers, and the emotional focus of the sequence—particularly around identity, values and opinions—proved meaningful and helpful at their age. The emphasis on emotional well-being and continuous self-reflection was especially well received. Also, students learned in a structured yet dynamic way, with a clear progression from self-awareness to confident speaking.

Although the implementation went well overall, some minor challenges arose. Time constraints occasionally forced the adjusting of the pacing of certain activities, but they still worked effectively. A notable example occurred during the first session: students began asking vocabulary-related questions earlier than expected, before I had planned to introduce the vocabulary. I decided to adapt in the moment by answering their questions directly and integrating the vocabulary explanations into the activity. This flexibility allowed the students to feel more confident and supported, and it helped the session flow naturally according to their needs. One of the main difficulties was managing the differentiated needs of students in the class. There was a wide range of language levels, and while many students were eager to participate, others struggled due to high levels of insecurity or limited proficiency. In fact, some students mentioned that they enjoyed the activities but felt unable to participate fully because of these limitations. However, it was very rewarding to see that even some of the typically silent students contributed during discussions, something their regular teacher

also noted. This confirms that when teenagers are given the chance to speak about topics that interest them—such as identity, values, or current issues—they are often motivated to express their opinions. After all, adolescence is a stage where debating and voicing one’s thoughts feels especially important. Next, technological reliance was another consideration. Many of the activities were designed to use digital tools or online materials, but fortunately, I had anticipated possible issues and prepared printed materials as a backup. This experience reminded me of the importance of preparation and adaptability in classroom management. Furthermore, the experience confirmed the value of being flexible and responsive to students’ needs. While most activities were effective, a few could benefit from more precise timing or clearer scaffolding for vocabulary and grammar. In future interventions, I would ensure that key concepts are introduced earlier or more explicitly, while still encouraging student curiosity and interaction.

Moving on, the internship followed a logical and progressive structure. I began with occasional interventions in different classrooms, which helped me familiarize myself with the school environment, the teachers and the students. Gradually, I increased my presence in the class where I would carry out the full didactic sequence. Before starting the implementation, I delivered a short oral presentation to the students to explain the aims of my intervention and to address any questions they might have. This helped set a clear context and created a positive and open atmosphere.

In short, the internship and didactic sequence were a very rewarding experience, and I felt confident and comfortable during the intervention. The students were engaged, the methodology was effective and the experience allowed me to develop both pedagogically and personally. This process has reinforced my motivation to continue improving as an English teacher and to remain open to adapting my teaching to the real dynamics of the classroom.

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# Appendixes

## Appendix A

Task sheet template: *Getting to Know Ourselves*

First session 04/03/2025: "Getting to know ourselves"

Name and surnames: \_\_\_\_\_

### GETTING TO KNOW OURSELVES

1. Classify your strengths, weaknesses, and aspects you need to improve:

Strengths	Weaknesses	Aspects to improve

2. Classify the aspects you value most and those you cannot tolerate in others:

I value _____ people	I cannot tolerate _____ people

**3. Think about some of your weaknesses and how you plan to improve them in the future.**

**Complete the sentences using "will" or "going to":**

**a)** By next year, I think I \_\_\_\_\_ (will/going to) \_\_\_\_\_  
\_\_\_\_\_.

**b)** I have already decided that I \_\_\_\_\_ (will/going to) \_\_\_\_\_  
\_\_\_\_\_.

**4. Think about your goals and plans for the future. Complete the sentences using "will" or "going to":**

**a)** In five years, I \_\_\_\_\_ (will/going to) \_\_\_\_\_  
(prediction or plan).

**b)** Next week, I \_\_\_\_\_ (will/going to) \_\_\_\_\_  
(action you already plan to do).

**c)** Tomorrow, I \_\_\_\_\_ (will/going to) \_\_\_\_\_  
(spontaneous decision or intention).

**d)** By the end of this month, I \_\_\_\_\_ (will / going to) \_\_\_\_\_  
(goal).

## Appendix B

### Presentation 1: *Reviewing and Learning Vocabulary: Identity*



#### Strengths and weaknesses



- Hard-working
- Well-mannered
- Friendly
- Helpful
- Creative
- Open-minded
- Narrow-minded
- Polite
- Brave
- Confident
- Reliable
- Untruthful
- Optimistic
- Pessimistic
- Organized
- Independent
- Honest
- Supportive
- Perfectionist
- Empathetic
- Inquisitive



#### Strengths and weaknesses



- Sociable
- Rude
- Arrogant
- Liar
- Selfish
- Bossy
- Disrespectful
- Stubborn
- Jealous
- Aggressive
- Nervous/anxious
- Absent-minded
- Disorganized
- Dependent
- Indecisive
- Insecure
- Self-demanding
- Lazy
- Impulsive
- Fake
- Impolite

Who among you considers himself/herself a/an \_\_\_\_\_ person?

Why do you think so?

And what do you do to \_\_\_\_\_?

Give some examples of specific situations



## Aspects to improve



- Being more organized
- Being more patient
- Taking responsibility for mistakes
- Overcoming fear of failure
- Learning to work in a team
- Learning to ask for forgiveness
- Learning to forgive
- Knowing how to ask for help/being helped
- Building self-confidence
- Being more punctual
- Listening to others
- Managing time better
- Controlling emotions
- Being less shy
- Avoiding procrastination
- Speaking up more



Who among you wants to improve a specific aspect?

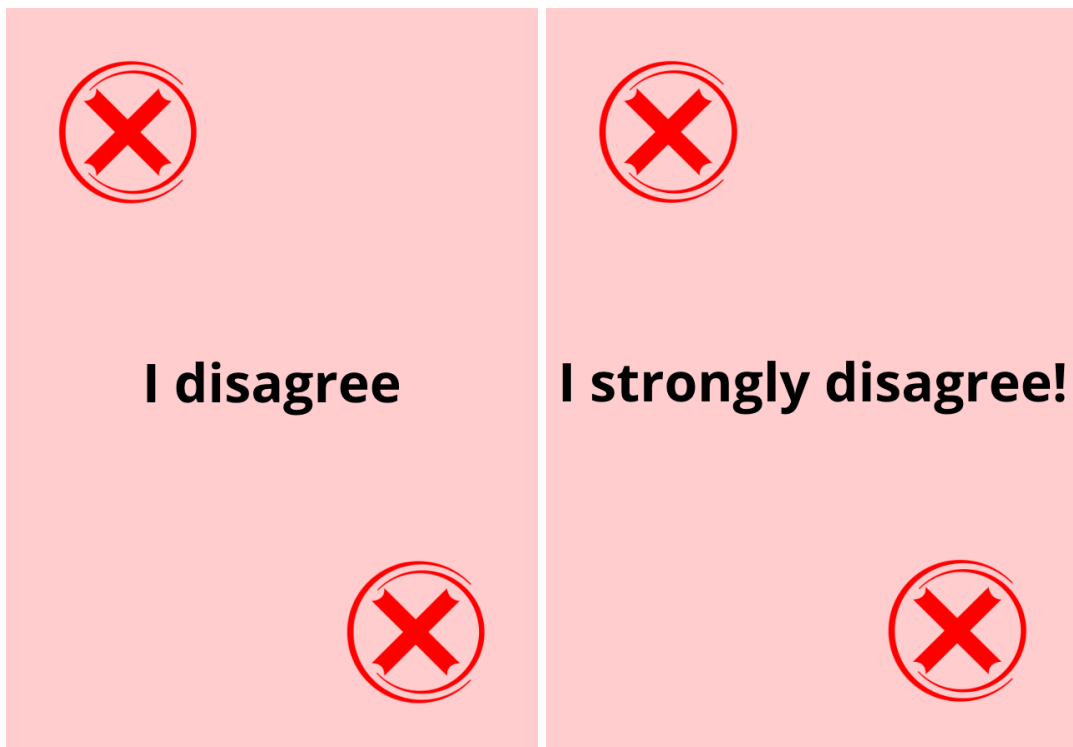
Why?

What will you do to improve it?

What advice can you give her/him?

## Appendix C

Posters: *I strongly agree!* *I agree.* *I disagree.* *I strongly disagree!*



## Appendix D

Presentation 2: *Discussing Statements: Do you agree? Or disagree?*

**I strongly agree!**

**I agree**

**I disagree**

**I strongly disagree!**

Why do you think so?

Does anyone agree?

Does anyone disagree?

Why?

Statement 1

**“A strength can sometimes become a weakness,  
and a weakness can sometimes become a strength”**

---

Being honest / Being too honest  
Being confident / Being overconfident  
Being kind / Being too kind

**“A strength can sometimes become a weakness,  
and a weakness can sometimes become a strength”**

Being indecisive / Being cautious  
Being a perfectionist / Having high standards

Statement 2

**“It is better to focus on improving your strengths than on fixing your weaknesses”**

---

Example 1:

An athlete whose strength is running fast and whose weakness is a lack of flexibility focuses more on becoming even faster

**“It is better to focus on improving your strengths than on fixing your weaknesses”**

Example 2:

A musician who plays the guitar very well but has more difficulty with singing focuses more on improving his singing

**Statement 3**

**“Failing at something can teach you more than succeeding”**

Failure and succeeding as a learning experience:  
Exams, soccer games, competitions, etc.

**“Failing at something can teach you more than succeeding”**

How have both failure and success taught you valuable lessons in your life?

Statement 4

**“Your attitude is more important  
than your abilities when it comes to success”**

Having a positive attitude but not having all the abilities

**“Your attitude is more important  
than your abilities when it comes to success”**

When practising a sport, studying, learning something,  
trying to solve a problem, etc.

Statement 5

**“You should never compare yourself to others”**

Comparison can hurt self-esteem / Comparison can motivate you  
Everyone is unique / Learning from others  
Comparison should be healthy for personal growth

**“You should never compare yourself to others”**

Can you think of a time when comparing yourself to others helped you improve?  
Or when it made you feel worse?

Statement 6

**“It is better to be honest and hurt someone’s feelings  
than to lie to protect them”**

Is it okay to always be honest?

**“It is better to be honest and hurt someone’s feelings  
than to lie to protect them”**

Is it okay to lie on certain occasions?

Statement 7

**“Working in a team is always better  
than working alone”**

Teamwork:

Different ideas, different perspectives, different strengths, faster work

**“Working in a team is always better  
than working alone”**

Working alone:

Full control, own ideas, own decisions, more focus

## Appendix E

### Guidance sheet: *Group Work: Identity Crisis*

Second session 05/03/2025: "Watching, discussing, and reflecting: A video exploration"

Names and surnames: \_\_\_\_\_

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## GROUP WORK: *IDENTITY CRISIS*

### Before watching the video:

- Read the title of the video. What do you think it will be about? What will happen?

### While watching the video:

- Minute 2:00** - Comment on the video so far (characters, setting, time, behaviors, reactions, things that catch your attention, etc.). What do you think is happening? What do you think will happen next? It's okay if there are different ideas or opinions within the same group
- Minute 3:10** - Comment on the video so far (characters, setting, time, behaviors, reactions, things that catch your attention, etc.). What do you think is happening? What do you think will happen next? It's okay if there are different ideas or opinions within the same group
- Minute 3:46** - Think off and create a possible ending for this story. Take into account what you have seen from the video so far

### After watching the video:

- What caught your attention? Answer individually and share points in common
- Do you think this could happen in the future? Do you think there will be similar situations? (Take into account, for example, the development of technology, artificial intelligence, etc.)
- Reflect on the video. What message do you think the author of the video wants to convey? (Think about the story, the characters, the setting, the time, the details, etc.)
- What's in the box? What can the box symbolize?

## Appendix F

Short film: *Identity Crisis*



## Appendix G

### Presentation 3: *Group Work: Watching, discussing, and reflecting on a video*

#### INSTRUCTIONS

- ★ As each question is presented, you have a few minutes to discuss it among your group
- ★ Before a group member speaks, there must be a group discussion beforehand
- ★ When you are discussing with your group, you have to speak English. This will be assessed
- ★ The group discussion cannot be in a loud, shouting tone
- ★ You may not interrupt while another group is speaking. Wait your turn

#### INSTRUCTIONS

- ★ You have to take into account the verb tenses that you have to use:
  - Past tense
  - Present tense
  - Future tense (for predictions, etc.)

In each group is needed:

#### A participation coordinator

- Makes sure that **everyone participates** in the group conversation
- Makes sure that everyone speaks with **respect**
- When it's time to share ideas with the class, decides the **order of speaking time**, in such a way that everyone participates

#### An idea organizer

- **Organizes the main ideas** before someone shares them aloud
- Ensures that there is no **repetition**
- May **take notes** to summarize key points before the group speaks

## REFLECTIONS

- Minute 2:00 - Comment on the video so far. What do you think is happening? What do you think will happen next?
- Minute 3:10 - Comment on the video so far. What do you think is happening? What do you think will happen next?
- Minute 3:46 - Think off and create a possible ending for this story. Take into account what you have seen from the video so far

## FINAL REFLECTION

1. What caught your attention?

2. Do you think this could happen in the future? Do you think there will be similar situations? (Take into account, for example, the development and the power of technology, artificial intelligence, etc.)

## Appendix H

### Presentation 4: *Debating Cases: Difficult Choices, Big Consequences*

## INTRODUCTION

Imagine you are faced with a life-changing decision.

The choice is in your hands, but every option  
has different consequences.

**Today you will have to make difficult decisions.  
Think critically, defend your choices, and justify your reasoning!**



## INSTRUCTIONS

- Read carefully the case presented on the screen
- Raise your hand to participate: Explain your decision and opinions
- Listen carefully to the contributions of others
- After a person speaks, you can support their decision, give opposed opinions or ask questions
- You can challenge the reasonings of others, but always with respect
- You can try to convince your colleagues to reach an agreement

**Let's see who gives the most convincing reasoning!**

# CASE 1



## The price of a second chance

A prisoner was sent to jail for life because of a violent crime. However, he has changed. He is truly sorry for what he did, has learned to be respectful, and now has good behavior. Many people think he should be free because everyone deserves a second chance. But the victim's family does not agree.

**What are you going to do with him? Will you release him or make him stay in prison for life?**

# CASE 2



## Four different people

Sadly, you can only save TWO of these people:

- a) A 80-year-old retired doctor who has saved many lives
- b) A 40-year-old homeless person living on the street
- c) A 20-year-old student
- d) A newborn baby

**Who are you saving? Why?**

## CASE 3

---



### Your dream job

It's your first day at your dream job. When arriving at the office, you meet your very strict boss. Then, you also meet your coworkers, who are not very friendly, except for a very nice girl named Ana. At the end of your shift ("torn"), you see Ana quietly going into your boss's office. But a moment later, your boss starts walking toward you.

**What are you going to do?**

**Will you tell your boss what you saw, or will you cover for Ana?**

## CASE 4

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### Soccer problem

A famous soccer player is caught bribing ("subornant") the referee ("àrbitre") to win the final match. You are debating whether to punish ("castigar") the whole team or replay the match, but you are unsure if the entire team should suffer for one player's actions.

**What are you going to do? What is the best solution?**

## CASE 5

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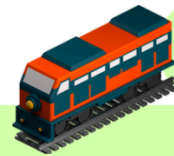
### **Banning artists for their past**

A famous singer is found guilty (“culpable”) of a very serious crime. Some people want to ban (“prohibir”) his music from public platforms, while others say that music and personal life should be separated.

**Will you ban his music, or do you think it should be allowed?**

## CASE 6

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### **Delays or damage?**

You are driving a train and realize that no matter what you do, there will be a problem. The first option is to stay on the track (“vía”), which will cause a long delay (“retràs”) for many passengers. The second option is to switch (“canviar”) to another track, but it will break an important part of the train and cost a lot to repair.

**What option are you choosing?**

## CASE 7



### The dark side of social media

A student is being bullied at school. Some other students have become aware of that, and decide to create a fake account in order to expose the bullies online.

**Do you think their actions can be justified? What is the best solution?**

## CASE 8



### Crime and morality

A mother steals medicine to save his sick child because she can't afford it. Now she feels guilty because she doesn't know if this medicine could have saved another sick child, but she was thinking about herself.

**Is the mother going to jail or are you going to forgive her because she had a good reason?**

## CASE 9

---



### Strict parents vs. independence

A 17-year-old wants to move out of his parents' house because they are too strict with him. He is still studying so he can't support himself yet, but he is thinking of looking for a small job.

**Are you going to force him to stay or you will let him go?**

## CASE 10

---



### School punishment

A school introduces a rule where students who skip class must wear a red T-shirt for a week so everyone knows they are breaking rules. Some people say it helps to improve their behavior; others say it's public humiliation.

**Are you going to keep this rule?**

## Appendix I

### Exit ticket

#### EXIT TICKET

Agafeu un full i un boli

Apunteu el vostre nom

Responeu les següents preguntes en català  
comentant les classes d'aquesta setmana

Només cal que copieu el número de la pregunta

- 1.** Què t'ha agradat més d'aquestes classes? (Pot ser una activitat, un moment concret o la manera de treballar. Explica per què.)
- 2.** Què creus que has après durant aquestes activitats?
- 3.** Com t'has sentit durant les activitats? Com t'has sentit parlant en anglès? (T'has sentit còmode/a? T'ha resultat difícil? Explica per què.)
- 4.** Amb el temps, creus que aquest tipus d'activitats poden millorar la teva confiança/seguretat al parlar en anglès? O no? (Explica per què.)
- 5.** T'han ajudat aquestes activitats a sentir-te més segur/a parlant anglès? Quin tipus d'activitats t'han fet sentir més còmode o t'han ajudat més a expressar-te? (Explica per què.)

## Appendix J

### Speaking help sheet for the cases activity

**Third session 07/03/2025: "Difficult choices, big consequences"**

**Names and surnames:** \_\_\_\_\_

## SPEAKING HELP SHEET

**Do you need help when speaking? Use or adapt some of these sentences:**

For explaining the situation or the decision:

- "In this situation, I believe the most important fact is..."
- "One of the main challenges is deciding between..."
- "I'm going to choose [option], because..."
- "My decision will be to..."
- "I think this is going to be the best option because..."

For considering consequences:

- "If I choose this option, the consequences will be..."
- "The consequences of this decision will affect..."

For challenging others:

- "I disagree with your point. Think about what will happen if..."
- "I disagree with your opinion because your decision..."
- "Are you sure this is the best choice? Imagine if..."

**Vocabulary you can use:**

- |               |               |                   |
|---------------|---------------|-------------------|
| • Situation   | • Reason      | • Fair / Fairness |
| • Problem     | • Option      | • Discrimination  |
| • Consequence | • Choice      | • Advantage       |
| • Difficulty  | • Decision    | • Disadvantage    |
| • Challenge   | • Possibility | • Agree           |
| • Risk        | • Point       | • Disagree        |

## Appendix K

Writing task sheet: *Who am I?*

Fourth session 12/03/2025: "Who am I?"

Name and surnames: \_\_\_\_\_

# WHO AM I?

## A writing task about yourself

- (1) Introduce yourself:** Write some basic information such as your name, age, birthday, where you live, your hobbies, etc.
- (1) Describe yourself:** Talk about your personality (your strengths, weaknesses, and aspects to improve). Use the tables you completed in the first session to help you
- (2) Talk about others:** What qualities do you value in others? What you don't tolerate about others? For example, in friends, classmates, team leaders, etc. Use the tables you completed in the first session to help you
- (3) Talk about your future:** What are you going to do next year/in a few years? Use the future tense with sentences like: "In a few years, I will focus on...", "By the time I finish school, I will have improved my ability to...", "Next year I am going to study/work...", etc.
- Include ONE of these statements in your writing and give your opinion about it:**
  1. "A strength can sometimes become a weakness, and a weakness can sometimes become a strength."
  2. "It is better to focus on improving your strengths than on fixing your weaknesses."
  3. "Failing at something can teach you more than succeeding."
  4. "Your attitude is more important than your abilities when it comes to success."
  5. "You should never compare yourself to others."
  6. "It is better to be honest and hurt someone's feelings than to lie to protect them."
  7. "Working in a team is always better than working alone."

### How can you introduce the statement?

"The statement I choose is..."

"I agree/disagree with this statement because..."

"This statement reminds me that..."

"I choose this statement because..."

"I think that this statement..."

"This is my favorite statement because..."

## Appendix L

### Statements translation for the writing task

1. "Una fortalesa de vegades pot convertir-se en una debilitat, i una debilitat de vegades pot convertir-se en una fortalesa."
  2. "És millor centrar-se en millorar les teves fortaleses que en corregir les teves debilitats."
  3. "Fracassar en alguna cosa et pot ensenyar més que aconseguir-la."
  4. "La teva actitud és més important que les teves habilitats a l'hora d'aconseguir alguna cosa."
  5. "Mai t'hauries de comparar amb els altres."
  6. "És millor ser honest i ferir els sentiments d'algú que mentir per protegir-los."
  7. "Treballar en equip és sempre millor que treballar sol."
- 
1. "A strength can sometimes become a weakness, and a weakness can sometimes become a strength."
  2. "It is better to focus on improving your strengths than on fixing your weaknesses."
  3. "Failing at something can teach you more than succeeding."
  4. "Your attitude is more important than your abilities when it comes to success."
  5. "You should never compare yourself to others."
  6. "It is better to be honest and hurt someone's feelings than to lie to protect them."
  7. "Working in a team is always better than working alone."

## Appendix M

Virtual roulette for the debate activity: Web [\*Wheel Decide\*](#)



## Appendix N

List of topics: *Topics for the Competition Debate: The Future*



### 1 Topic: Will social media do more harm than good in the future?

- **Agree:** Social media will do more harm than good.
  - Mental health issues, addiction, beauty standards, fake news and misinformation, privacy concerns (security risks), etc.
- **Disagree:** Social media will do more good than harm.
  - Connection, communication, job opportunities, important information, business growth (companies and customers), etc.

### 2 Topic: Will artificial intelligence (AI) replace musicians and change how we create music?

- **Agree:** AI will replace musicians and change music.
  - Efficiency (faster work), lower costs (cheaper work), new sounds and innovation, streaming and personalization (custom-made music), etc.
- **Disagree:** AI cannot replace human musicians.
  - Emotion and creativity (human feelings), live performances/concerts, cultural value (history and tradition), jobs for musicians, etc.

### 3 Topic: Will artificial intelligence (AI) replace human creativity and jobs?

- **Agree:** AI will replace human creativity and jobs.
  - Development of robotics, AI-generated content (AI can write books, make art, etc.), cost-saving for businesses, machines are more efficient (AI doesn't need rest), etc.
- **Disagree:** AI will not replace human creativity and jobs.
  - Human touch is essential (teachers, doctors, etc.), human aspects are necessary (empathy, emotional intelligence, etc.), creativity is unique to humans, human interaction is important, etc.

#### **4 Topic: Will human relationships become weaker because of technology?**

- **Agree:** Technology will weaken relationships.
  - Less face-to-face communication, online friendships, less family time, romantic relationships, distant relationships, etc.
- **Disagree:** Technology will strengthen relationships.
  - Long-distance relationships, more ways to communicate (social media, video chats, etc.), online communities (virtual friends with shared interests), technology helps relationships, etc.
- help people stay connected, make long-distance relationships easier, and improve communication.

#### **5 Topic: Will influencers become more powerful than traditional celebrities?**

- **Agree:** Influencers will replace traditional celebrities.
  - Influencers are more like normal people, stronger social media presence, brands prefer influencers, new platforms (audience interaction), etc.
- **Disagree:** Influencers will not replace traditional celebrities.
  - Traditional celebrities will always be important and famous (talent, experience, cultural impact, etc.), influencers have short careers, different kinds of fames, not everyone follows influencers, etc.

#### **6 Topic: Will technology make people lazier in the future?**

- **Agree:** Technology will make people lazier.
  - It will replace physical activities and lead to unhealthy habits, more virtual experiences (video games, virtual reality, etc.), more screen time (less outdoor activities), home delivery and services, etc.
- **Disagree:** Technology will help people be healthier and more active.
  - Fitness apps and smart devices (smartwatches, fitness trackers), online workouts, virtual trainers, easier access to sports (technology can make exercise more engaging), etc.

## Appendix O

Cards for the debate: *Agreement, Disagreement, Asking for Clarification, Giving Examples*

1

### AGREEMENT

- “I agree that in the future, people/this will \_\_\_\_\_”
- “I completely agree that \_\_\_\_\_ will \_\_\_\_\_ because \_\_\_\_\_”
- “I think we can all agree that \_\_\_\_\_ will \_\_\_\_\_, but it will \_\_\_\_\_”
- “That’s a great point! In the future \_\_\_\_\_ will \_\_\_\_\_”

2

### AGREEMENT

- “I see your point because \_\_\_\_\_ will \_\_\_\_\_”
- “Yes! By the time \_\_\_\_\_, people/this will \_\_\_\_\_”
- “Absolutely! \_\_\_\_\_”

3

## DISAGREEMENT

- “I see what you’re saying, but I don’t think \_\_\_\_\_ will \_\_\_\_\_.”
- “I disagree with your point because, in a few years, \_\_\_\_\_.”
- “I completely disagree with your point! \_\_\_\_\_.”

4

## DISAGREEMENT

- “I don’t think that’s true, \_\_\_\_\_.”
- “That’s an interesting point, but \_\_\_\_\_.”
- “I’m not sure about that, \_\_\_\_\_.”

5

## ASKING FOR CLARIFICATION

- “Could you explain how \_\_\_\_\_ will \_\_\_\_\_?”
- “What do you mean by saying that \_\_\_\_\_ will \_\_\_\_\_?”
- “Are you suggesting that \_\_\_\_\_ will \_\_\_\_\_?”
- “Can you clarify how \_\_\_\_\_ will \_\_\_\_\_?”

6

## GIVING EXAMPLES

- “A good example is how \_\_\_\_\_ will \_\_\_\_\_”
- “If \_\_\_\_\_ is happening now, in a few years \_\_\_\_\_ will \_\_\_\_\_”
- “By the time we reach \_\_\_\_\_ (year), \_\_\_\_\_ will \_\_\_\_\_”
- “Just imagine: in \_\_\_\_\_ years, \_\_\_\_\_ will still \_\_\_\_\_”

## **Appendix P**

Random words for the debate activity:

1. Time machine
2. Zombie
3. Penguin
4. Unicorn
5. Rollercoaster
6. Ninja
7. Desert island
8. Superhero
9. Puzzle
10. Dragon

## Appendix Q

Template: Group assessment rubrics for the debate

**A quin grup esteu evaluant:** \_\_\_\_\_

**Grup que està evaluant:** \_\_\_\_\_

**Encercleu/subratlleu la ronda:** Ronda 1, Ronda 2, Ronda 3, Ronda 4

**Instruccions:** Puntueu cada categoria (1-5) subratllant el text (sota el número i al costat de la categoria)

Category	5 - Excellent	4 - Good	3 - Average	2 - Needs Improvement	1 - Weak
<b>Team Participation</b>	All team members participated actively.	Most members participated.	Some members participated, but not all.	Only 1-2 members spoke.	Almost no participation.
<b>Use of Future Tenses</b>	Future tenses were used correctly and frequently.	Mostly correct use of future tenses.	Some mistakes with future tenses, but they tried.	Many mistakes with future tenses.	Almost no future tenses used.
<b>Use of Debate Support Cards and Random Word Usage</b>	Used both effectively, naturally and creatively.	Used both, but the random word was not well included.	Used the cards, but the word was only said quickly.	Used very few cards; the word was unclear or missing.	Did not use cards or the word.
<b>Strength of Arguments</b>	Arguments were clear, well-explained, and convincing.	Good arguments, but some lacked detail.	Some good points, but needed stronger explanations.	Arguments were weak or unclear.	Arguments did not make sense.
<b>Speaking Mostly in English</b>	Spoke almost entirely in English.	A few words in Catalan, but mostly English.	Some sentences in Catalan.	Used a lot of Catalan.	Spoke mostly in Catalan.
<b>Rebuttals (Responding to Opponents)</b>	Strong responses to opposing arguments.	Some good responses.	A few responses, but could improve.	Weak responses.	No responses to opponents.
<b>Confidence, Clarity &amp; Respect</b>	Spoke clearly, confidently, and respectfully. Good eye contact.	Mostly clear and very respectful.	Sometimes hard to hear or lacked confidence.	Spoke too quietly or interrupted others.	Very unclear, quietly, or disrespectful.

## Appendix R

### Template: Student questionnaires

Treball de Fi de Màster  
Mar Foguet Martí

Nom: \_\_\_\_\_ Cognoms: \_\_\_\_\_

# QÜESTIONARI D'AUTOAVALUACIÓ

Hola! Aquest petit qüestionari va sobre la teva experiència amb l'anglès i les dificultats que potser has trobat quan el parles a classe. Durant l'adolescència pot resultar complicat sentir-se segur/a a l'hora de parlar una llengua estrangera, i per això vull conèixer com et sents a l'aula d'anglès. Les teves respostes m'ajudaran a entendre millor com penseu i us sentiu els i les alumnes de 4t d'ESO, i així podré identificar maneres per millorar aquest procés d'aprenentatge.

Les primeres preguntes estan relacionades amb com et sents quan parles anglès i què creus que et pot ajudar a sentir-te més segur/a. Després, explorarem una mica més sobre les teves fortaleses, les teves debilitats i quins aspectes personals t'agradaria millorar.

No hi ha res de bo o dolent en les teves respostes; només vull conèixer la teva opinió, així que respon amb sinceritat!

Gràcies!

#### **Guia d'ajuda per la segona part**

**Exemples de punts forts i punts febles:** Persona organitzada, empàtica, impacient, independent, negativa, positiva, honesta, tímida, sincera, humil, amable, prepotent, mandrosa, lleial, oberta/tancada de ment, agraïda, insegura, respectuosa, solitària, perfeccionista, cooperativa, mentidera, creativa, educada, manaire, solidària, autoexigent, etc.

**Exemples d'aspectes de millora:** Ser una persona més puntual, més organitzada, més pacient, aprendre a treballar en equip, aprendre a equivocar-me, aprendre a gestionar millor el temps, tenir més confiança en mi mateix/a, aprendre a escoltar més els altres, aprendre a gestionar millor les emocions, saber demanar perdó, saber perdonar, etc.

## **Primera part**

### **1. Consideres que et costa personalment l'anglès?**

- Em costa molt (Tinc moltes dificultats i em sento insegur/a amb l'anglès)
- Em costa bastant (Em resulta difícil, però faig el que puc per millorar)
- Em costa una mica (Alguns aspectes em resulten complicats, però en general ho porto bé)
- No em costa gaire (Normalment m'és fàcil entendre i utilitzar l'anglès)
- No em costa gens (Em sento còmode i tinc facilitat amb l'anglès)
- Altres: \_\_\_\_\_

### **2. En quin d'aquests aspectes et sents més insegur/a?**

- Speaking*
- Listening*
- Reading*
- Writing*

### **3. Quan tens l'oportunitat de parlar en anglès a classe, com et sents?**

- Molt incòmode/a (Evito parlar perquè em fa vergonya o em sento insegur/a)
- Bastant incòmode/a (Parlo només si és necessari, però em posa nerviós/a)
- Neutral (No em molesta parlar, però tampoc em sento del tot segur/a)
- Bastant còmode/a (Parlo sense problemes, tot i que de vegades tinc dubtes)
- Molt còmode/a (Gaudeixo parlant en anglès i no em fa vergonya)
- Altres: \_\_\_\_\_

### **4. Alguna vegada has sentit vergonya, inseguretat, o por d'equivocar-te a l'hora de parlar en anglès a la classe d'anglès?**

- Sempre (Sempre tinc vergonya o por d'equivocar-me quan parlo en anglès)
- Gairebé sempre (La majoria de vegades em sento insegur/a)
- A vegades (Depèn de la situació, però no sempre em sento així)
- Gairebé mai (En poques ocasions em sento insegur/a parlant en anglès)
- Mai (Mai he sentit vergonya ni por d'equivocar-me parlant en anglès)
- Altres: \_\_\_\_\_

**5. Creus que les inseguretats a l'hora de parlar en anglès afecten la teva participació a classe?**

- Molt (Les meves inseguretats m'impedeixen gairebé sempre participar)
- Bastant (Em costa participar per por d'equivocar-me o sentir vergonya)
- Una mica (A vegades em frena, però intento participar)
- Gens o gairebé gens (No m'afecta gaire i participo igualment)
- En absolut (Les inseguretats no afecten la meva participació)
- Altres: \_\_\_\_\_

**6. La importància principal d'aprendre una llengua és entendre-la i saber-la parlar. Creus que realment aprens a com fer servir l'anglès en situacions reals?**

- Gens (No sento que estigui aprenent a utilitzar l'anglès en situacions reals)
- Poc (Aprenc alguns conceptes, però no els suficients per usar-los en situacions reals)
- Una mica (Crec que en algunes situacions podria fer-lo servir, però no sempre)
- Bastant (Sento que el que aprenc em serveix per comunicar-me en situacions reals)
- Molt (Crec que estic aprenent a parlar i entendre l'anglès en situacions de la vida real)
- Altres: \_\_\_\_\_

**Segona part**

**1. Ets capaç de poder reconèixer els teus punts forts i els teus punts febles?**

- Sí, reconec amb facilitat tant els meus punts forts com els febles.
- Sí, però em costa una mica detectar els meus punts febles.
- Sí, però em costa una mica detectar els meus punts forts.
- A vegades els reconec, però no estic segur/a.
- No, tinc dificultats per reconèixer tant els meus punts forts com els febles.

**2. Escribeu com a mínim tres punts forts i tres punts febles teus:**

Punts forts: \_\_\_\_\_

\_\_\_\_\_

Punts febles: \_\_\_\_\_

\_\_\_\_\_

## Appendix S

### Template: Student interviews

Wednesday 12/02/2025 (group 1, group 2) / Wednesday 19/02/2025 (group 2, group 3, group 4)

#### STUDENT INTERVIEWS TEMPLATE 4th of CSE

**1. Do you consider that you struggle with English? Why do you think so?**

Consideres que tens dificultats amb l'anglès? Per què ho creus?

**2. In which of these aspects do you feel most insecure: *Speaking, listening, reading, or writing*? Why?**

En quin d'aquests aspectes et sents més insegur/a: *Speaking, listening, reading, o writing*? Per què?

**3. When you have the opportunity to speak English in class, how do you feel? Why?**

Quan tens l'oportunitat de parlar en anglès a classe, com et sents? Per què?

**4. Have you ever felt embarrassed, insecure, or afraid of making a mistake when speaking English in English class? Why do you think so?**

T'has sentit mai avergonyit/da, insegur/a o amb por de cometre errors quan parles en anglès a classe? Per què ho creus?

**5. Do you think that insecurities when speaking in English affect your participation in class? Why?**

Creus que les inseguretats a l'hora de parlar en anglès afecten la teva participació a classe? Per què?

**6. The main importance of learning a language is to understand it and know how to speak it. Do you think you really learn how to use English in real situations? Justify it.**

El més important d'aprendre una llengua és entendre-la i saber-la parlar. Creus que realment aprens a utilitzar l'anglès en situacions reals? Justifica-ho.

## Appendix T

Observation notes: Examples from Session 1 and Session 5

### **Session 1. “Getting to know ourselves”**

**Date: Tuesday 04/03. Time: 16:10-17:05 (\*last hour/lesson, afternoon). 55 minutes**

Vocabulary presentation + Task sheet + Statements activity

### **GENERAL COMMENTS AND NOTES**

First session went very well. Students participated a lot, and different levels of English were encountered. When presenting the vocabulary, it didn't go as I expected as I only expected them to listen to me and write, as while I was talking I was translating the words. But obviously they all started raising their hands and making questions about the meaning of some words, some of them I already mentioned and others I couldn't arrive to. But although it didn't go as I expected, I improvised a bit following their time and needs and it turned out ok.

During the activity of the statements, at first they were a bit afraid and shocked as they had to come in front of the class. But as the time passed and more groups came in front, the others who already did it wanted to repeat! They looked engaged and motivated, wanting to express their opinion and refute those opinions they didn't agree to. While some were talking in front of the class, others from the public wanted to add information.

### **Observations**

- It is true that some students with a lower level spoke less and had more difficulties, so maybe this activity is perfect for those students who are more advanced, as they can explore ways of expressing themselves.
- When saying “I agree”, etc. some of them said “I'm agreeing”. This has to be corrected for later activities.
- Some more shy/insecure students didn't dare to participate, although when I said that the class/activity was almost over, some made the intention

### **Session 5. “Speaking with confidence: Competition debate”**

**Date: Wednesday 12/03. Time: 09:30-10:30 (\*second hour/lesson, morning)**

Debate competition in teams

#### **GENERAL COMMENTS AND NOTES (Session 5)**

They were very engaged and debated very well. Time management was difficult, but the difficulties were also expected (while the teams were discussing what they wanted to say they needed time and help). But it wasn't a problem at all because the main idea was for them to participate and speak in English, and they did. Also they all pointed out very good ideas and meaningful points that showed their use of critical thinking. It showed that some were very competitive, as at the end of the debate we did voting: each group voted their favorite. In my opinion, obviously they voted more for those groups where their friends were. Some specific teams were a bit mad. At first I was a bit insecure as in this activity a lot of materials were used, but it went ok and they used all of them effectively. Cards were very helpful for those students that struggle more, or those who go blank/don't know how to start a sentence because of nervousness. The idea of making them pick one mystery random word from a box was very interesting.

#### **Observations**

- First round between three teams: “Will artificial intelligence (AI) replace human creativity and jobs?”. Team 4 chose to disagree, and team 1 and 5 had to agree. Team 1 had to use the word “time machine”, and they said that if they could use one now, they could see how in the future AI... Team 4 used the word “unicorn” by making reference to the fact that it is a character of fantasy. Team 5 used the word “roller coaster” by making reference to instability and changes.
- Second round between two teams: “Will influencers become more powerful than traditional celebrities?”. Team 2 chose to disagree, and team 3 had to agree. Team 2 used the word “zombie” by making reference to the fact that if you read this word, it immediately reminds you of the videoclip of the Thriller by the celebrity Michael Jackson, which makes him unforgettable and an icon. Team 3 used the word “penguin” by making reference to the fact that an influencer can create a video in the Antarctic to show penguins and this can make them famous and viral.