

Practical Case: Learning and teaching methods have evolved to incorporate more active, meaningful, and motivating approaches. As an English teacher, you aim to foster not only academic progress but also emotional well-being. Among your students, is one who failed the English Subject last year and struggles with low self-esteem and motivation as a result. Therefore, how would you plan an English lesson to address the academic and emotional needs of this student while encouraging their engagement, confidence and participation in English Language Learning?

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1 Theoretical Framework

The evolution of teaching methodologies has led to the incorporation of active, meaningful, and motivating approaches that address both the academic and emotional well-being of students (**Pedagogical Principle f), Decree 101/2023 9 May**). This aligns with the Universal Design for Learning (UDL), which emphasizes offering multiple means of engagement, representation, and expression to ensure the participation of all students, particularly those with specific needs (Order 30 May 2023). Therefore, it is crucial to consider the presence of a student who failed English in the previous academic year, as this failure has directly impacted their self-esteem and motivation. For such students, strategies rooted in positive reinforcement, active use of body language and cooperative learning have proven effective, fostering a renewed sense of belonging and achievement while rebuilding their confidence and engagement in the learning process.

Krashen's hypotheses (1985), particularly the Affective Filter Hypothesis, emphasize that students learn more effectively when they are relaxed, motivated, and confident. A low affective filter ensures that language input is received and processed more efficiently. Similarly, the Input Hypothesis highlights the importance of providing comprehensible input ($i+1$) that is slightly beyond the current proficiency level of the learner, fostering gradual and meaningful language acquisition. For the student who failed English, implementing a tailored Learning Reinforcement Programme Plan is essential. This plan will focus on providing comprehensible input, scaffolding learning tasks, and creating a supportive environment to rebuild the student's confidence and address their specific learning gaps effectively.

Moreover, gamification and active methodologies, such as project-based learning and role-play, have demonstrated their ability to enhance motivation and engagement, especially in the context of foreign language learning (Xu, 2023). These approaches create a positive and inclusive learning environment that not only addresses academic goals but also boosts the emotional resilience and confidence of students. Coordination among all the teaching staff, including teachers, counselors, and families, is essential to ensure that these methods are effectively implemented, particularly for students facing challenges such as low self-esteem or prior academic failure. This teamwork guarantees that tailored support is provided, fostering both academic progress and emotional well-being.

2 Students, school and classroom environment.

The scenario takes place in a 4th-grade classroom with 25 students aged 10-11 (Concrete Operational thoughts stage, Piaget, 1954). The school is located in an urban area with diverse socio-economic backgrounds.

Among the students is a student who failed English in the previous academic year and struggles with low self-esteem and motivation. This student tends to avoid participation in class and shows a lack of confidence in their abilities. However, they exhibit a willingness to engage in creative and hands-on activities when provided with adequate support. Their family is supportive and actively collaborates with the school to address the student's needs. This fosters a joint responsibility between the English teacher and the family (Law of Education in Andalusia 17/2007 of 10th December, Art 141). Following Article 28 of Order 30 May 2023, the family has to be ACKNOWLEDGED of this Learning Reinforcement Programme Plan at least three times throughout the academic year.

3. Teaching-learning Objectives and Learning Scene.

It has always been a challenge to plan active, meaningful, and motivating activities. However, when the entire teaching team works together in coordination, it becomes much easier to organize effective activities to support the participation and self-esteem of the student who failed the English subject last year. This collaboration allows us to focus on establishing clear objectives, not only for this student but also for the rest of the students. In this context, the primary objectives identified are:

- to plan more active, meaningful, and motivating lesson approaches.
- to encourage student's engagement, confidence and participation in English Language Learning with positive reinforcement.

For these purposes, the planning is grounded in the principles of Organic Law 3/2020, 29 December (LOMLOE), which modifies Organic Law 2/2006, 3rd May (LOE). The main learning scene is the classroom which is equipped with digital tools, including an Interactive Whiteboard (IWB), which can be adapted to implement a gamified methodology to boost students' participation. By introducing elements such as rewards, points, and cooperative challenges, this approach fosters student engagement and motivation while creating a dynamic and inclusive environment. The gamified methodology focuses on transforming learning into a safe, playful and rewarding experience for all students, especially the student who failed English last year (Xu, 2023).

4. Curricular Concretion, Interdisciplinarity

The specific competences, Blocks of Basic knowledge and Operative Descriptors of the Foreign Language area are regulated by Order 30 May 2023. Specific Competences constitute the starting point in formal language learning, they are connected to Operative Descriptors that match with them pursuing the Exit/Competency Profile established in Royal Decree 157/2022, 1st March and Decree 101/2023, 9 May. In that sense, this practical case focuses on Specific Competences:

1. Understanding the general meaning and specific and predictive information of brief and simple texts expressed in a usual language with different strategies of support to develop language according to the communicative situation.

OD: CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CCEC2.

2. Producing simple texts through strategies such as planning or compensation to express brief messages about usual needs according to the communicative purpose.

OD: CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC4.

6. Appreciating and respecting artistic, cultural and linguistic diversity from foreign language identifying differences and similarities among languages and cultures to learn how to manage intercultural situations.

OD: CCL5, CP3, CPSAA1, CPSAA3, CC2, CC3, CCEC1

The Basic Knowledge of Foreign Language Area in Primary Education are regulated according to Order 30 May 2023. They are divided into 3 blocks:

A.Communication B.Plurilingualism and C.Interculturality. The three blocks of Basic knowledge are matched with Specific Competences and Evaluation Criteria. **So this topic and Evaluation criteria listed below are linked mainly to Block A and C.** Here is a list of the Basic knowledge that I am going to focus on for this practical case. they are linked to the Evaluation Criteria but these **will be established in section 8.1:**

LEX.2.A.2. Strategies for comprehension

LEX.2.A.2. Self-Confidence

LEX.2.A.7.Vocabulary

LEX.2.A.8.Sound patterns

LEX.2.A.12 Tools - Digital & Analog;

LEX.2.C.6. Discrimination detection

LEX.2.C.2. Participation interest

Due to the shyness and English dislike nature of the student who failed the English Subject last year, our Learning Reinforcement Programme Plan pursues both academic and emotional goals. Academically, the student will understand and produce simple oral and written texts related to familiar topics, participating actively in communicative tasks using basic vocabulary and structures. Emotionally, the focus will be on boosting self-esteem through positive reinforcement and achievable tasks while encouraging active participation to build confidence in using the English language, promoting inclusion and the right Affective Filter (Krashen, 1985), working towards a non discriminatory accessibility, acceptance and respect of everyone within the classroom.

5. Didactic Transposition: Methodology and coordination measures.

The methodology associated with addressing the needs of a student who previously failed English includes active, inclusive, meaningful, motivating and dynamic teaching approaches (Order 30 May 2023). Also the topic chosen for the development of this Practical Case is “What’s important about water?” aligns with Sustainable Development Goal 15 (Life on land) that advocates for a caring and loving personal development for terrestrial nature. So, this approach is structured as follows:

Firstly, for the Initial Evaluation I make use of interactive tools like online quizzes to gauge the student’s current level and build their confidence. A quiz focusing on simple vocabulary related to photos of "differences between Doñana marshes in 1990 and in 2020" integrates English learning with interdisciplinary content, making the activity both engaging and educational. A Content and Language Integrated Learning methodology is the core way to work this Lesson Plan (Marsh, 2012) notwithstanding the active use of body language support comprehension for the student who failed English (Merahbian, 2017)

Secondly, I integrate games, role-plays, and collaborative tasks to foster engagement and teamwork: students participate in a role-play where they act as meteorologists presenting a weather forecast in English. **At this point videos of women presenting the forecast are implemented to satisfy Gender Equality in Education.** This is the Final Task, so a Task-Based Approach is accounted for. This activity combines language practice with interdisciplinary content from Social and Natural Sciences, reinforcing vocabulary about weather and climate while encouraging teamwork and communication.

Finally, regular communication with the family to share progress and strategies for supporting the student at home is essential. This includes sharing specific milestones achieved by the student and suggesting activities that parents can reinforce at home to complement classroom learning. Equally important is the collaboration with the school counselor to address the student’s emotional and academic needs comprehensively. Through these coordinated efforts, teachers, families, and counselors can provide a unified support system that fosters the student’s confidence, motivation, and active participation in the classroom (Universal Design for Learning, Sharma 2024)

6 Learning Situation Phases: groupings, activities, exercises, and tasks (Operative Descriptors, Basic Knowledge and Cognitive processes)

6.1. Calling up: Whole-class work: Initial Evaluation of student who failed English last year: Guess the Word game: Integrating Operative Descriptors: CCL1, CP2, CE1: Basic Knowledge: LEX.2.A.12: Tools - Digital & Analogue; LEX. 2.A.1: Self-Confidence

Using a “Guess the Word” game with digital flashcards to activate prior knowledge and build a relaxed learning atmosphere. For this session, the focus will be on introducing the issue of the Doñana Marshes drying up from 1990 to 2020, a critical environmental concern in Andalusia. Flashcards will include key vocabulary such as “marsh,” “dry,” “conservation,” and “climate change,” fostering discussion and linking language learning to real-world issues. **To integrate mathematical reasoning, students will analyze a timeline showing significant changes in the water levels of Doñana Marshes during this period (I.18 June 2024 about Mathematical Reasoning)**

This approach integrates regional content with linguistic objectives, raising awareness about local environmental challenges while engaging students and supporting comprehension through body language (Mehrabian, 2017) in meaningful learning, especially the student who failed English last year whose motivation is being pumped with continuous words of positive reinforcement (Li & Heydarnejad, 2024).

6.2 Activating: Pair work: Introduction of vocabulary: Picture and Sentence game: Fostering CCEC4, CCL5, CCEC1. Basic Knowledge: LEX.2.A.2. Strategies for comprehension

The target student is paired with a supportive peer to build confidence. For this activity, the images will depict the drying of the Doñana Marshes between 1990 and 2020, showing before-and-after scenarios and human activities that contributed to this environmental issue. Students will be prompted to use key phrases such as “The marsh is disappearing,” “People are using too much water,” or “We need to save the marshes.” The structured use of visuals and simple, guided sentences ensures comprehensible input, which is critical for their language acquisition as per Krashen’s Input Hypothesis. Additionally, the use of real-world, relevant content, like the Doñana Marshes, connects the lesson to their everyday life, making the learning experience meaningful.

This activity develops vocabulary and grammar skills. This approach also addresses higher-order cognitive skills such as analyzing and comparing (Bloom, 1994), enabling the student to feel competent in tackling complex ideas, further boosting their self-esteem and motivation.

6.3 Exploring: small group work: Oral communication: Create a store with Story Cubes. Encouraging CC2, CP2, CD2. Basic Knowledge: LEX.2.C.2. Participation interest

This group activity is centered on creating a story using a “Story Cube” tool (Merge Cube is a tool to create Augmented Reality in the classroom). The student contributes ideas and receives positive reinforcement for their participation. This activity is particularly beneficial for the student who failed English as it engages multiple intelligences (Gardner, 1983). Also, is particularly beneficial for the student

who failed English because it enhances Foreign Language Learner's motivation through a story (Mu-Hsuan, Chou, 2014)

By incorporating linguistic intelligence through storytelling, visual-spatial intelligence with the imagery from the cubes, and interpersonal intelligence through group collaboration, the activity ensures that the student's strengths are utilized (Gardner, 1983). Additionally, it fosters creativity and critical thinking (Puchta and Williams, 2011) by requiring students to build cohesive narratives oriented to the final task (Weather forecast). The environmental theme, such as the drying of the Doñana Marshes, connects the activity to real-world issues, further engaging the student emotionally and cognitively, while building their confidence through peer support and structured participation. (añadir modelo, parallel text)

6.4 Organizing: Cooperative Work: Practice of language: Treasure Hunt Writing. Working on CPSAA5, CE1, STEM1. Basic Knowledge: LEX.2.C.2. Participation interest.

Each student receives a set of clues hidden around the classroom that lead to different prompts (e.g., a picture, a word, or a sentence starter). As they find the clues, they must collect them to form a short paragraph about a weather forecast (applying the correct Affective Filter in class and creating a relaxing atmosphere, Krashen 1985)

For the student who failed English, the gamified structure ensures a playful and low-pressure environment where their focus is on the excitement of the hunt rather than the stress of writing. Rewards such as stickers or class points are given for completing the task, fostering motivation and boosting their self-esteem as they successfully navigate and complete the activity.

6.5. Final task: Pair work: Developing Oral Communication: "Star Forecasters" Model-writing and speaking. Fostering CCEC1, CCEC4. Basic Knowledge: LEX.2.C.6. Discrimination detection

The activity involves students preparing and presenting a weather forecast in English as a collaborative game. Students work in pairs to create a short, engaging weather report using key vocabulary such as "sunny," "rainy," "cloudy," and phrases like "It will be windy tomorrow." Each pair presents their forecast in front of the class, earning points for creativity, pronunciation, and teamwork.

For the student who failed English, this activity reduces pressure by allowing collaboration and focusing on an enjoyable, relatable topic. Constructive feedback is given through the "Stars and Wishes" approach, highlighting strengths and providing supportive suggestions for improvement. Rewards, such as certificates for the "Most Creative Forecast" or "Best Team Effort," boost confidence and ensure a positive experience while reinforcing language skills.

6.6 Closing: Whole-group: learning reflexion: What did you enjoy and learn? Prompting CC2, CC3. Basic Knowledge: LEX.2.C.6. Discrimination detection

In this whole-class reflection activity, students share one thing they enjoyed and one thing they learned during the lesson. This reflection aligns with **Aladini's Reflective Thinking Theory (2024)**, which emphasizes the importance of metacognition in learning. By encouraging students to articulate their experiences, the activity fosters deeper self-awareness and emotional processing, particularly for the student who failed English.

Reflecting on their achievements in a supportive group setting not only consolidates their learning but also strengthens their confidence and motivation, contributing to their overall sense of progress and belonging. This reflective activity also ties into the **Framework for a Democratic Culture by the European Union (Council of Europe)**, promoting key democratic competences such as self-efficacy, empathy, and respect for others' opinions. For instance, the student who failed English might share how presenting the weather forecast improved their confidence in speaking English, while also learning to value the feedback and perspectives of their peers, a critical skill for fostering a collaborative and inclusive classroom environment.

7. Attention to Diversity and Individual Differences: Attention to Students with Specific Needs of Educational Support and Universal Design for Learning.

Facing the English lesson with a student who failed English has to do with Instructions 8 March 2017. Similarly, Order 30 May 2023 proposes the planning of reinforcement and extension activities.

As a part of the activities of our Reinforcement Programme Plan activity, I propose to do a word level activity especially addressed to the student who failed English as well as to any student who requires it: An interactive matching game using vocabulary from the weather forecast activity, such as matching weather symbols (e.g., sun, cloud, rain) to their corresponding words.

As extension activities, advanced students could create an extended weather report that includes a discussion on climate change and its impact on specific regions, such as the Doñana Marshes. They could research relevant data, prepare slides (Google Slides) or visuals, and present their findings in English.

Rubrics are used to evaluate the efficacy of all these attention to diversity measures.

8. Evaluation

Following Order 30 May 2023, evaluation allows me as an English teacher to plan effectively according to the student who failed English last year. Then my evaluation is

characterised by being continuous, global, formative, integrating, differentiating and objective across the curricular areas and based on competences. It will serve as a tool for improving both teaching and learning. For this, we will obtain information through observation, tasks analysis, self-assessment and co-evaluation.

8.1 Evaluation Criteria

Order 30 May 2023 establishes as Evaluation Criteria for 4th grade, 2nd cycle of Primary Education related to Specific Competences 1, 2 and 6 Basic Knowledge and Operative Descriptors mentioned above in point 4:

- a) Evaluation criteria: 1.2.b. Select and apply, in a guided manner, appropriate strategies in everyday communicative situations relevant to students to capture the overall meaning and process explicit information in short and simple texts on familiar topics.
- b) Evaluation Criteria: 2.1.b. Orally express short sentences with basic information on everyday matters and of relevance to students, using, in a guided manner, verbal and non-verbal resources, paying attention to rhythm, accentuation, and intonation.
- c) 6.2.b. Recognize and appreciate the linguistic, cultural, and artistic diversity in countries where the foreign language is spoken as a source of personal enrichment, showing interest in understanding elementary and common cultural and linguistic elements that promote peaceful coexistence and respect for others.

In 4th grade Operative Descriptors are linked to the **Competency Profile (Decree 101/2023 9 May) for Fourth Grade** and they are evaluated along with the Evaluation Criteria.

Rubric of Evaluation Criteria and Key Competences/Operative Descriptors	Excellent	Very Good	Good	Acceptable	Keep Working
2.1.b. Orally express short sentences with basic information OD: CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC4. BK: LEX.2.A.2. Comprehension strategies LEX.2.A.7.Vocabulary LEX.2.A.8. Sound patterns					

8.2 Evaluation Criteria of the Teaching-Learning practice

I also evaluate my own practice as an English teacher planning songs to improve ADHD student's characteristics. Thus, it would involve the next:

- planning more active, meaningful, and motivating lesson approaches.
- encouraging student's engagement, confidence and participation in English Language Learning with positive reinforcement.

These objectives will serve as a self-evaluation of the teaching practice through a checklist:

Self-evaluation criteria	Yes	Some times	No	Improvement measures
Was the student who failed English involved actively through an active methodology?				
Was emotional well-being boosted?				

9. Conclusion

Addressing the academic and emotional needs of students requires a holistic approach that combines inclusive methodologies, active engagement, and continuous support. Drawing from contemporary perspectives like Sharma's (2024) work on Universal Design for Learning, this lesson plan prioritizes creating an inclusive space where every learner feels valued and capable.

By fostering a positive and motivating environment, students can regain confidence, improve their language skills, and see themselves as active participants in their education. Additionally, the integration of active methodologies as established by Order 30 May 2023 ensures that learning is both dynamic and meaningful, connecting real-world issues with classroom objectives. **For a passionate teacher, this is not just about teaching English: it is about transforming lives, empowering students to believe in their potential, and fostering a lifelong love for learning.**

10. Legal References

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- Law of Education in Andalusia 17/2007 of 10th December (LEA)

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- Decree 101/2023, 9 May which establishes the order and basic teaching requirements for Primary Education curriculum in Andalusia.
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- Instructions 21 June 2023 about the treatment of reading for the deployment of linguistic communication competence in Primary Education
- Instructions 18 June 2024 about Mathematical reasoning.

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- www.sciencekids.co.nz/quizzes
- Google Classroom

